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ABSTRACT

This study was designed to provide schools, districts, and states with a means for identifying the knowledge and skills that are most important for students to learn for the subject areas of geography and history. Five state standards documents were selected to represent the exemplary content in geography and history. These documents were selected by analyzing the critical reviews of state curriculum documents conducted by the Fordham Foundation and the American Federation of Teachers. Once the five state documents were selected for a given area, the next step was to identify and classify the content. The eventual product was a master document that organized the knowledge and skills from the five state documents and information indicating where that content is found. The product of the study is a set of standards and benchmarks identified in the two subject areas at differing grade bands. For geography and history the standards and benchmarks are provided in six tables, organized by grades K-2, 3-5, 6-8, and 9-12. (Contains 16 references.) (SLD)

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INTRODUCTION

Purpose

This study was designed to provide schools, districts, and states with a means for identifying the knowledge and skills that are most important for students to learn for the subject areas of geography and history. It follows and is modeled upon a similar study done for the areas of language arts, mathematics, and science (Kendall, Snyder, Schintgen, Wahlquist & Marzano, 1999). The standards and benchmarks in this document reflect the subject-area content consistently identified in documents from a handful of states that have been highly rated by national organizations for the quality of their standards. It is hoped that this material will assist those who are attempting to reduce the amount of content identified as important to a manageable level.

In recent years, it has frequently been observed that all of the knowledge and skills identified as important by national organizations cannot be addressed in the classroom given the time available in the school day. Education researcher Chester Finn, after reviewing documents produced by many standards-setting groups, asserted that "the professional associations, without exception, lacked discipline. They all demonstrated gluttonous and imperialistic tendencies" (in Diegmueller, 1995, p. 6). A similar perspective can be found in the report of the Third International Mathematics and Science Study (TIMSS), a large-scale, cross-national comparative study of math and science curricula. In addressing the relatively poor performance of U.S. students, the report's authors note that our "preoccupation with breadth rather than depth, with quantity rather than quality, probably affects how well U.S. students perform in relation to their counterparts in other countries" (Schmidt, McKnight, & Raizen, 1997). Researchers Marzano and Kendall (1999) show that at least by one measure, attempting to address all the content identified in standards documents would mean that "schooling would have to be extended from kindergarten to grade 21" (p. 104). It appears evident that practitioners and others could find this report to be of some use if they seek to ensure that as they reduce content to a manageable amount, they retain the most significant knowledge and skills.

Method for Selecting the Top State Documents

Five state standards documents were selected to represent the exemplary content in geography and history. In order to select these documents, we analyzed the critical reviews of state curriculum documents conducted by two national organizations that undertook a state-by-state review of the social studies: the Fordham Foundation and the American Federation of Teachers (AFT). The Fordham Foundation reviewed the geography and history content separately for each state; AFT reviewed social studies as a whole for each state and gave ratings by school levels (primary, middle, and high school) rather than by subject area. The other subject areas commonly associated with the social studies — behavioral studies, civics, and economics — did not receive a separate review by either organization, and so could not be examined in this study.

Selection of State Documents by Subject Area

For each subject-area — geography and history — we ranked the states according to how well they fared in the state-by-state reviews. Without exception, the top states were easily selected, ranking high in both reports. Three state documents in the social studies were selected for the analysis in both geography and history: Alabama, Arizona, and Kansas. To round out the top five in geography, the curriculum documents from Louisiana and South Carolina were chosen; for the area of history, the additional documents came from the states of California and Virginia.

Method of Identification and Synthesis

Once the five state documents were selected for a given subject area, the next step was to identify and classify the content found in these documents. In order to account for all content, we mapped most of the content identified during the review process against the standards and benchmarks identified in *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education* (Kendall & Marzano, 2000). The *Compendium* represents McREL's synthesis of 137 significant curriculum and standards documents across 14 subject areas. Knowledge and skills identified in the *Compendium* are presented in each subject area as overarching categories (or *standards*) under which the knowledge and skills appropriate for students at particular grade ranges (*benchmarks*) are organized. We selected the *Compendium* as a cataloguing tool because it represents a synthesis of major documents in each subject area and thus very likely identifies most, if not all, of the significant content in each subject area.

The next step of the process involved identifying and organizing all of the similar content in the selected state documents. Briefly, the method consisted of identifying each description of knowledge or skill in the state documents and matching that content to the *Compendium* benchmark that addressed the same, or closely related, knowledge or skill. If necessary, the *Compendium* benchmark was rewritten in order to more accurately reflect the content described in several state documents. Infrequently, when sufficient representation warranted it, new benchmarks were created that were not present in the *Compendium*. These new benchmarks were placed under the *Compendium* standard most suited to them. This approach is compatible with our use of the *Compendium* as a convenient organizing device, rather than a selection device or filter.

When the five state documents had been analyzed, the resulting product was a master document that organized all of the knowledge and skills identified in the five state documents, as well as information indicating where that content was found. This information is preserved in this report by a set of codes, called a *citation log*, which appears just above each benchmark — for example, BD (AZIV.E9.5;CA6.2.9;KIII.1-4;V8.2) is the citation log for the 5-12 benchmark "Understands the development of alphabets and writing systems in Mesopotamia, Egypt, and the Indus Valley," found under World History standard 1. A key for the citation logs appears at the bottom of each page so that readers can locate the original material.

In addition to this basic document information, each citation log also includes a code that designates the cognitive character of each benchmark as either *declarative* knowledge or *procedural* knowledge. Simply put, declarative knowledge (identified in the log as *BD*) describes information — facts, events, episodes, generalizations, and the like — that students should know. Procedural knowledge (indicated by *BP*) describes the skills or processes — such as reading a map, editing, or adding — that students should be able to perform. (A more complete description of declarative and procedural knowledge can be found in the *Compendium*, pages 22–24). The citation log also sometimes includes an asterisk (*), which indicates that the content represents material not found in the *Compendium*.

Selection of Criteria for Reduction

The original intention of the study was to provide a report that identified only that content that was common to all five documents. However, as we learned in our previous study on the language arts, mathematics, and science, it became clear that using such a method resulted in the identification of very few benchmarks. If we had selected only the content that was common to all five of the documents for either geography or history, the number of items, or benchmarks, that would have resulted would have been so small as to be of limited usefulness (as our preliminary analysis determined). We also determined that very few benchmarks would remain if we selected the content that was only common to any four of the five documents. (We did not find this to be the case in our previous study of language arts, mathematics, and science. In that study, we found that choosing content found in any four of the five documents provided an acceptable number of benchmarks). On the other hand, if we had selected content that was common to only *two* of the five state documents, the result would have been the identification of nearly as many benchmarks as were found in the *Compendium*, and thus our study would not achieve its purpose. We found, however, that if we selected benchmarks that were common to any *three* of the top five documents, the result was neither so small as to be not useful nor so large as to not serve the purpose of winnowing down the amount of content. Thus, for the subject areas of geography and history, the standards and benchmarks identified in this study represent content that was found to be present in any *three of the five* standards documents selected for review.

Product and Caveat

The product of this study is a set of standards and benchmarks identified in two subject areas at differing grade bands (see the introduction of each study for a description). The benchmarks represent concepts and skills identified for student learning by at least three of the five states whose documents have been rated highly for, among other things, the clarity, specificity, and appropriateness of their standards. It should be noted that the technique described and used here is not designed to produce a clearly sequenced set of content. Further, this document should not be mistaken for a well-planned set of standards and benchmarks. Each document that we analyzed might well have possessed either an implicit or explicit design and scaffolding. Our technique was intended not to identify a scope and sequence, but, rather, to identify the concepts and skills that were most common to the five

documents for each subject area. Thus, users of this document are encouraged to consider it as one that identifies knowledge and skills that across these documents, at least, could be considered essential.

GEOGRAPHY

Identification of National Reports

For the subject area of geography, two reports were used to help select the state documents analyzed in this study. One report was the American Federation of Teachers' (AFT) *Making Standards Matter* (1999), which includes ratings of the state standards in terms of specificity and clarity. The second report, "The State of State Standards in Geography" (in the *State of State Standards 2000*, Finn & Pitrelli, Eds.), was written by Susan Monroe for the Fordham Foundation.

Selection of Reference Documents

As noted in the introduction to this report, five state documents were selected for review for geography. The selection of the top five state documents for geography was determined by comparing information found in the two evaluation reports cited above. Specifically, the reviews of those states that received a "B" or above in the Fordham report on geography were compared with those states rated in the AFT's *Making Standards Matter* report as having clear and specific standards in the social studies. The analysis resulted in the selection of the following documents for the purpose of identifying important content for K–12 geography:

- *Alabama Course of Study: Social Studies* (1998, February), by the Alabama State Department of Education,
- *Social Studies Standards* (2000), by the Arizona Department of Education,
- *Kansas Curricular Standards for Civics-Government, Economics, Geography, and History* (1999, July), by the Kansas State Board of Education
- *Social Studies Content Standards* (1997, May), by the Louisiana State Department of Education
- *Curriculum Standards: Social Studies* (2000), by the South Carolina State Department of Education

Benchmark Construction

As described in the general introduction, material from each of the five documents was analyzed to identify the knowledge and skills students were expected to attain. This information was then organized under the geography standards and benchmarks found in the *Compendium*. Finally, the combined material was synthesized into benchmarks. Benchmarks are commonly made up of a sentence stem followed by examples, which are intended to illustrate, but not exhaust, the kind of information found in the documents. For example, the following benchmark appears in this study under standard 2, "Understands the characteristics of places and regions," at the 3–5 grade range:

> Knows the causes and effects of physical and human changes in a place over time (e.g., erosion, river systems, agriculture, urban growth, transportation, settlement patterns)

The stem "Knows the causes and effects of physical and human changes in a place over time" represents what was common to three (in this particular case) state documents. The parenthetical content following the stem, however, provides a representative set of examples. Once the analysis was finished and the content synthesized, the entire document was reviewed to determine how best to organize the benchmarks under standards.

Standards Construction

Given the considerable reduction in content that resulted from this process — from the 238 benchmarks across 18 standards in the *Compendium* to the 66 benchmarks in this study — it was clear that the number of standards should be similarly reduced. Working from what has come to be called the "five themes of geography," we were able to construct five standards that organized the content.

Organization of the Content

The standards and benchmarks that resulted from our synthesis of state standards are provided in the tables that follow. The benchmarks are organized primarily by grades K–2, 3–5, 6–8, and 9–12, a structure that accommodates the various designs of the state documents reviewed. Each state analyzed presents its standards and benchmarks in different ways. Two states organize their standards grade by grade; the other states use varying grade-band structures — for example, K–2, 3–5, 6–8, 9–12 or K–4, 5–8, 9–12. In order to represent as closely as possible the range of grades under which the content was found, we also have provided broader ranges where appropriate. Thus, grade bands in this report may appear, for example, as K–5 or 6–12. These grade bands (in this case, K–5 and 6–12) indicate the range of grades under which the content was found in the state documents. The citation log provided with each benchmark indicates the documents in which that content was found.

Summary of Standards for Geography

Table 1 provides a listing of content present in at least three of the five top-rated state documents selected for this study. This content was synthesized to form benchmarks, which were then organized under the following standards:

1. Understands the world in spatial terms,
2. Understands the characteristics of places and regions,
3. Understands the Earth's physical systems,
4. Understands human culture and social systems, and
5. Understands the interaction of the environment and society.

Table 1. Summary of State Benchmarks on Geography

1. Understands the world in spatial terms	
Grades K–2	
• Knows the purposes and features of maps and globes (e.g., relative location terms, cardinal directions, simple grid systems, basic map symbols)	BD (ALK.1;ALK.3;AL1.1;AL2.1;AL1.1;AL1.2; AL2.2;AL3.2;AL4.2;AL5.2;AL6.2;AL3.1; AL5.1;AL6.1;AL4.1;AL7.1;AZI.R1.1; AZII.F1.1;AZ.II.F2.2;AZII.F1.3; AZII.F1.6;KI.1.1;KI.1.2;KII.1.1; KIII.1.1;LAI;SC.1.5.4;SC.2.7.3)
• Knows the location of school, home, neighborhood, community, state, and country	BD (ALK.16;ALK.17;AL1.1;AL2.9;KI.1.3;SC.1.6.3)
Grades K–5	
• Knows basic physical and human features of places as they are represented on maps and globes (e.g., land forms, mountains, valleys, water bodies, continents, political boundaries, cities)	BD (ALK.16;AL1.1;AL2.1;AL7.1;AL4.1;AL4.5; AL7.5;AZII.F1.5;AZII.F1.7;AZIII.E3.3; AZIV.E4.5;KII.1.3;KII.1.4;KIII.1.2;KIII.1.3; LAII;LAI;SC.2.8.5;SC3.10.1;SC3.10.2)
Grades 3–5	
• Knows the basic elements of maps and globes (e.g., legend, distance, scale, compass, cardinal and intermediate directions, meridians and hemispheres, latitude and longitude or alphanumeric grid systems)	BD (AL3.1;AL5.1;AL6.1;AL7.1;AZII.F1.2; AZII.F1.3;AZIII.E3.3;KII.1.3;KIII.1.1)

Codes:

State Codes
AZ.I–V, R,F,E,P, # = AZ; I–V: K, 1–3, 4–5, 6–8, 9–12; indicator letter/number
ALK–12# = AL; K–12: grades K–12, item #
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SCK–12#.# = SC; K–12: grades K–12; standard#; benchmark#

Other Cdes
BD = Benchmark, Declarative
BP = Benchmark, Procedural

Grades 3–12	
• Knows the relative location, size of, and distances between political and physical features	BD (AL5.1;AL6.1;KIII.1.3; KIV.1.1;KV.1.1;SC.10.6.8)
• Knows different patterns of land use (e.g., land use in urban, suburban, and rural areas)	BD (AL7.4;KII.1.5;SC.1.7.4)
Grades 6–8	
• Knows the features and characteristics of different kinds of maps, databases, and models, including thematic maps (e.g., patterns of population, disease, economic features, rainfall, vegetation)	BD (AL3.1;AL4.1;AL7.1;AZIV.E4.6; AZV.P1.1;AZIII.E3.2;KIV.1.2)
• Uses a variety of geographic representations to analyze spatial distribution of physical and human features (e.g., maps, globes, models, aerial images, satellite images)	BP (AZIV.E4.1;AZIV.E4.2;AZV.P1.2;KIV.1.2; LAI;LAII;SC.K.5.1;SC1.5.1;SC2.7.1; SC4.6.1;SC5.9.1;SC4.6.3;SC5.9.3; SC6.3.1;SC7.3.1;SC8.4.1)
• Knows the characteristics and purposes of a variety of geographic tools (e.g., databases, models, different map projections, charts, graphs, Geographic Information Systems [GIS])	BD (AZIV.E4.3;KIV.1.2;KIV.1.4;KV.1.4;LAII)
• Knows the location and distribution of physical and human features on maps and globes (mountains, river systems, climate, cities, population, language, religion)	BD (AL7.3;AL7.5;KIII.1.2;KIII.1.3;KIV.1.1; KV.1.1;SC6.3.1;SC7.3.1)

Codes:

State Codes

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2. Understands the characteristics of places and regions	
Grades K–2	
• Knows the physical and human characteristics of the local community (e.g., weather, land vegetation; parks, schools, shopping, housing)	BD (ALK.17;AL1.9;AZI.R1.2;KI.1.4;KI.1.5; KI.2.1;SC.K.5.2SC.1.5.2;SC.2.8.1; SC.3.10.5)
• Knows that places can be defined in terms of their predominant human and physical characteristics (e.g., land forms, bodies of water, natural resources, weather; houses, schools, neighborhoods, communities)	BD (AL1.9;AL2.9;AZII.F2.1;AZII.F2.2; LAII;SC.K.6.1)
• Knows that characteristics of places are shaped by physical and human processes (e.g., addition or removal of buildings, damage as a result of severe weather)	BD (KI.2.2;LAII;SC.1.6.1;SC.2.8.2; SC.3.10.6;SC.2.9.5)
• Knows the human characteristics of places (e.g., houses, schools, types of land use, population, transportation, communication)	BD (AL1.10;AL7.8;AZII.F2.2;LAI; SC3.10.4;SC8.4.1)
Grades 3–5	
• Knows the causes and effects of physical and human changes in a place over time (e.g., erosion, river systems, agriculture, urban growth, transportation, settlement patterns)	BD (KIII.1.4;KIV.1.5;LAI;SC.3.10.8; SC.5.13.2;SC.10.4.2)
• Knows areas that can be classified and unified as regions according to physical criteria (e.g., location, land features, water features, climate, vegetation, resources) and human criteria (e.g., population, religion, language, customs, economic activities)	BD (ALK.17;AZIII.E3.1;KII.2.2;KII.2.1;KII.2.3; KII.2.4;LAII;LAI;SC.2.8.3; SC.4.7.1;SC.10.4.4)

Codes:

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Other Cdes

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Grades 3–8	
• Knows the physical characteristics of places (e.g., river systems, land forms, climate, vegetation, wildlife)	BD (AL1.10;AL3.4;AL5.4;AL3.16;AL5.1;AL6.1; AL7.8;AZII.F2.1;LAI;SC.6.3.2;SC.4.3.2; SC3.10.3;SC8.4.1)
• Knows the similarities and differences between a variety of regions (e.g., physical characteristics such as climate and land forms, human characteristics such as religion and language)	BD (AZIV.E5.1;KII.2.1;KII.2.3;KII.2.4;KIV.2.1; SC.2.8.4;SC.4.7.2)
• Knows how the human and physical characteristics of a region change over time	BD (AZIV.E5.2;LAII;LAI;SC.3.10.8;SC.5.10.1)
• Knows the characteristics of regions (e.g., land forms, climate, culture) at different scales	BD (AL7.6;AZIV.E5.1;LAI;SC.3.10.7)
Grades 3–12	
• Understands the criteria that give a region identity (e.g., cultural features, perceptions and popular images, physical features)	BD (AZIV.E5.4;KIII.2.3;LAIII;SC.8.4.3;SC.10.4.3)
Grades 6–8	
• Knows factors that contribute to changing the human and physical characteristics of a region (e.g., technology, cultural influences, migration and settlement, economic development)	BD (AZIV.E5.2;AZIV.E5.5;KIV.2.3;KIV.2.4; SC.5.10.1;SC.5.13.2;SC.8.4.4)
• Understands the ways in which regional systems are interconnected (e.g., trade, migration, international organizations, river systems, watersheds)	BD (AL4.4;AZIV.E5.3;KIV.2.2;SC.10.4.6)

Codes:

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• Knows that culture and the use of technology affect the ways in which groups perceive and use space	BD (AL7.10;LAII;SC10.3.9)
• Knows the ways in which culture influences the perception of places and regions and the choices people make (e.g.,economic choices, settlement, how to use space)	BD (AZIV.E5.5;AZV.P5.3;LAII; SC.5.10.2;SC.7.3.8;SC4.10.1)
Grades 9–12	
• Knows factors that contribute to the dynamic nature of regions (e.g., human influences such as migration, technology, and economic development; physical influences such as environmental change, natural resource use)	BD (AZV.P2.1;AZV.P2.3;KIV.2.3; KIV.2.4;KV.2.2;SC.8.4.3)
• Knows ways in which the concept of a region can be used to simplify the complexity of Earth's space (e.g., by arranging an area into sections to help understand a particular topic or problem)	BD (AZV.P2.2;KV.2.1;SC.10.4.7)
• Understands why places and regions are important to individual human identity and as symbols for unifying or fragmenting society (e.g., cultural symbols such as sacred places)	BD (KV.2.4;AZIV.E5.6;SC.10.4.8)
3. Understands the Earth's physical systems	
Grades K–5	
• Knows basic patterns and features of the atmosphere (e.g., weather), land (land forms), and water systems (e.g., rivers and lakes)	BD (ALK.18;AL2.9;KI.3.1;KII.3.1;SC.4.8.1)

Codes:
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Other Cdes
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• Knows how the Sun affects conditions on Earth (e.g., local seasonal patterns, climate patterns)	BD (ALK.19;KI.3.2;KII.3.2;KIII.3.2;SC.4.8.3)
Grades 3–5	
• Understands the distribution of ecosystems from local to global scales	BD (AL7.13;KIII.3.3;SC.5.11.2)
Grades 3–12	
• Knows the physical components of the Earth's atmosphere, biosphere, lithosphere, and hydrosphere	BD (AL2.9;AL7.22;KII.3.1;SC.4.8.1;SC.10.5.1)
Grades 6–8	
• Understands how physical processes help to shape features and patterns on Earth's surface (e.g., weathering, erosion, water cycle, soil formation, mountain building)	BD (AL7.11,AZIV.E7.1;KIII.3.1; LAI;LAII;SC.2.8.2)
• Knows the major processes that shape patterns in the physical environment (e.g., plate tectonics, glaciation, erosion)	BD (AL7.11;AZIV.E7.1;KIII.3.1;KIV.3.2; SC.4.3.2;SC.8.4.2)
Grades 9–12	
• Understands how physical systems are dynamic and interactive (e.g., climate changes, wind and water deposition, folding, faulting, atmospheric and oceanic circulation)	BD (KV.3.2;KV.3.4;LAIII;SC.10.5.2;SC.10.5.3)
• Knows ecosystems in terms of their biodiversity and productivity (e.g., food chains, plant and animal communities, grasslands, forests, deserts, tundra, wetlands)	BD (KIV.3.4;AZV.P4.5;SC.10.5.5)

Codes:

State Codes

AZ.I–V, R.F.E.P, # = AZ; I–V: K, 1–3, 4–5, 6–8, 9–12; indicator letter/number

ALK–12# = AL; K–12: grades K–12, item #

KI–V# = KS, I–V: end of 2, 4, 6, 8, 11; benchmark/indicator #

LAI–III = LA; I–III: K–4, 5–8, 9–12

SCK–12# # = SC; K–12: grades K–12; standard#; benchmark#

Other Cdes

BD = Benchmark, Declarative

BP = Benchmark, Procedural

4. Understands human culture and social systems	
Grades K–5	
• Understands why people choose to settle in different places (e.g., job opportunities, available land, climate)	BD (AL3.11;AL3.19;AZII.F2.3;KI.4.1;SC.4.9.2)
Grades K–8	
• Understands how cultures change over time (e.g., changes in literacy rates, rights to own property, the role of women, community services)	BD (AL1.11;AZIV.E6.7;SC.5.12.3)
Grades 3–5	
• Knows the similarities and differences in the cultures of different regions (e.g., beliefs, food, jobs, gender roles, status of women, literacy, property rights)	BD (AZIV.E6.7;KII.4.2;LAI;LAIII; SC.2.9.2;SC.5.12.2;SC.7.3.5)
• Knows the factors that affect the location of economic activities (e.g., resources, transportation, communication technology)	BD (AZIV.E6.8;KII.4.3;LAI)
Grades 3–12	
• Knows the characteristics of urban areas (e.g., size, structure, arrangement) and how those characteristics have changed over time	BD (AL7.28;AZV.P3.6;SC.4.9.3)

Codes:

State Codes

AZ.I–V, R.F.E.P, # = AZ; I–V: K, 1–3, 4–5, 6–8, 9–12, indicator letter/number
ALK–12# = AL; K–12: grades K–12, item #
KI–V# = KS, I–V: end of 2, 4, 6, 8, 11; benchmark/indicator #
LAI–III = LA; I–III: K–4, 5–8, 9–12
SCK–12#.# = SC; K–12: grades K–12; standard#; benchmark#

Other Cdes

BD = Benchmark, Declarative
BP = Benchmark, Procedural

Grades 6–8	
• Knows the causes and effects of human migration (e.g., war, famine, opportunity, oppression; population shifts, conflict, cultural diffusion, environmental change, economic change)	BD (AL7.15;AZIV.E6.2;KIII.4.2;LAII;SC.3.10.9; SC.4.9.1;SC.5.12.1;SC.4.10.2;SC.7.3.11; SC4.10.1;SC10.3.7)
• Understands demographic concepts and how they are used to describe population characteristics of a country or region (e.g., rates of natural increase, crude birth and death rates, infant mortality, population growth rates, doubling time, life expectancy, average family size)	BD (AL7.15;AZIV.E6.1;AZV.P3.1;KIII.4.1; KIV.4.1;LAII;SC.7.3.4)
• Knows the causes and effects of migration around the world (e.g., types of migration; effects on resources, economy, government)	BD (AZV.P3.2;KIII.4.3;SC.6.3.4)
• Understands the significance of patterns of cultural diffusion (e.g.,language, religion, technology, foods, dress, housing types, ethnic neighborhoods, settlement patterns, agricultural methods)	BD (KIV.4.3;LAII;SC.7.3.12)
• Understands the relationship between the location of economic activities and the physical characteristics of a given place (e.g., natural resources, land forms, climate, drainage patterns; available technology and transportation)	BD (AL.7.17;AZIV.E6.8;SC.8.4.2;SC.3.10.3)
• Understands the causes of world trade patterns (e.g., economic interdependence; the influence of location, the physical environment, resources)	BD (AL7.18;KIV.4.4;SC.7.3.9;SC.10.6.7)

Codes:

State Codes

AZ,I–V, R,F,E,P, # = AZ; I–V: K, 1–3, 4–5, 6–8, 9–12; indicator letter/number
ALK–12# = AL; K–12: grades K–12, item #
KI–V# = KS, I–V: end of 2, 4, 6, 8, 11; benchmark/indicator #
LAI–III = LA; I–III: K–4, 5–8, 9–12
SCK–12# # = SC; K–12: grades K–12; standard#; benchmark#

Other Cdes

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• Knows the causes and consequences of industrialization and urbanization (e.g., technology, manufacturing; migration, changes in settlement patterns)	BD (KIV.4.5;LAII;SC.7.3.10)
• Knows the similarities and differences in various settlement patterns of the world (e.g., agricultural settlement types; urban settlement types)	BD (AL7.20;LAII;SC.7.3.10)
• Understands how cooperation or conflict can affect political, social, and economic systems	BD (AL7.21;AZIV.E6.6;KIII.4.5;LAII; SC.7.3.15;SC.10.6.12)
Grades 9–12	
• Understands the impact of human migration on physical and human systems (e.g., effects on ecosystems, resource use, economic development, government, religion)	BD (AZV.P3.2;KV.4.1;LAIII;SC.6.3.4; SC.8.4.4;SC.10.6.2)
• Understands the physical and human impact of emerging urban forms in the present-day world (e.g., rise of megalopoli, edge cities, metropolitan corridors, transportation technology, increased number of ethnic enclaves)	BD (AL7.28;KV.4.4;SC.10.6.10;SC.10.6.11)
5. Understands the interaction of the environment and society	
Grades K–2	
• Knows ways in which people depend on the physical environment (e.g., food, clean air, water, mineral resources)	BD (AZIV.E7.6;KI.5.1;LAI;SC.K.8.1;SC.1.8.1)

Codes:

State Codes

AZ.I–V, R.F.E.P, # = AZ; I–V: K, 1–3, 4–5, 6–8, 9–12; indicator letter/number
ALK–12# = AL; K–12: grades K–12, item #
KI–V# = KS, I–V: end of 2, 4, 6, 8, 11; benchmark/indicator #
LAI–III = LA; I–III: K–4, 5–8, 9–12
SCK–12# # = SC; K–12: grades K–12; standard#; benchmark#

Other Cdes

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• Knows the ways people alter the physical environment (e.g., by creating irrigation projects; clearing the land to make room for houses and shopping centers; planting crops; building roads)	BD (ALK.19;AL2.11;AL7.7;AZII.F2.6;KII.5.1; KII.5.2;LAI;SC.K.8.2;SC.1.8.2;SC.2.10.1)
• Knows how humans adapt to variations in the physical environment (e.g., choices of clothing, housing styles, agricultural practices, recreational activities, food, daily and seasonal patterns of life)	BD (AL1.14;AL2.9;AL2.10;AL3.8;KI.5.2; LAI;SC.2.10.3)
Grades K–5	
• Knows natural hazards that occur in the physical environment (e.g., floods, hurricanes, tornadoes, earthquakes) and their effect on the people who live there	BD (AL1.14;KIII.5.2;LAI)
Grades K–8	
• Knows the ways in which the physical environment is impacted by human activity (e.g., air and water pollution, loss of habitat)	BD (AL1.13;AZIV.E7.6;KII.5.1;KII.5.3; SC.2.10.2;SC.3.10.10;SC.3.10.11)
Grades 6–8	
• Understands the environmental consequences of people changing the physical environment (e.g., deforestation, desertification, shifting cultivation, overpopulation)	BD (AZIV.E7.3;KIV.3.5;LAII)
• Knows the ways in which human systems develop in response to conditions in the physical environment (e.g., patterns of land use, economic livelihoods, architectural styles of buildings, building materials, flows of traffic, recreation activities)	BD (AZIV.E7.6;KIV.5.2;SC.6.3.3;SC.7.3.7;SC.7.3.6)

Codes:

State Codes

AZ,I–V, R,F,E,P, # = AZ; I–V: K, 1–3, 4–5, 6–8, 9–12; indicator letter/number
ALK–12# = AL; K–12: grades K–12, item #
KI–V# = KS, I–V: end of 2, 4, 6, 8, 11; benchmark/indicator #
LAI–III = LA; I–III: K–4, 5–8, 9–12
SCK–12#.# = SC; K–12: grades K–12; standard#; benchmark#

Other Cdes

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• Knows how the physical environment affects life in different regions (e.g., how high-latitude settlements deal with a tundra environment)	BD (AL7.24;LAIII;LAII;SC.6.3.3;SC7.3.7;SC.7.3.6)
Grades 6–12	
• Knows the distribution patterns of renewable, nonrenewable, and flow resources	BD (AL7.26;KIII.3.4;KIV.5.5;SC.3.10.12)
• Understands contemporary issues in terms of Earth's physical and human systems	BD (AZIV.E8.3;AZV.P5.1;AL.7.31;LAIII;LAII; SC.10.4.7;SC.10.5.6;SC.10.9.5;SC.10.9.6; SC10.3.4;SC10.3.6;SC10.3.8;SC10.3.10)
Grades 9–12	
• Understands the ways in which technology influences the human capacity to modify the physical environment (e.g., dams, irrigation, fossil fuels, diesel machinery, steel plow, strip mining, desert settlements)	BD (AL7.23;AZV.P4.4;KIV.5.1;KV.5.1;LAIII; SC.7.3.14;SC.10.8.1)
• Understands the relationships between resources and exploration, colonization, and settlement of different regions of the world (e.g., mercantilism, imperialism, Gold Rush, Alaska pipeline)	BD (KV.5.4;LAIII;SC.10.8.7)

Codes:
State Codes
AZ,I–V, R,F,E,P, # = AZ; I–V: K, 1–3, 4–5, 6–8, 9–12; indicator letter/number
ALK–12# = AL; K–12: grades K–12, item #
KI–V# = KS, I–V: end of 2, 4, 6, 8, 11; benchmark/indicator #
LAI–III = LA; I–III: K–4, 5–8, 9–12
SCK–12#.# = SC; K–12: grades K–12; standard#; benchmark#

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HISTORY

Identification of National Reports

For the subject area of history, two reports were consulted to select the state documents analyzed in this study. One report was from the American Federation of Teachers (AFT), *Making Standards Matter* (1999), which includes ratings of the state standards in terms of specificity and clarity. The second report, *The State of State Standards in History* (in the *State of State Standards 2000*, Finn & Pitrelli, Eds.), was written for the Fordham Foundation by David Warren Saxe.

Selection of Reference Documents

The selection of the top five state documents for history was determined by comparing information found in the two evaluation reports cited above. Specifically, the reviews for those states that received a "B" or above in the Fordham report on history were compared with those states rated in the AFT's *Making Standards Matter* report as having clear and specific standards in the social studies. The analysis resulted in the selection of the following documents for the purpose of identifying important content for K–12 history:

- *Alabama Course of Study: Social Studies* (1998, February), by the Alabama State Department of Education
- *Social Studies Standards* (2000), by the Arizona Department of Education
- *History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (2000), by the California State Board of Education
- *Kansas Curricular Standards for Civics-Government, Economics, Geography, and History* (1999, July), by the Kansas State Board of Education
- *Standards of Learning For Virginia Public Schools* (1995, June), by the Board of Education, Commonwealth of Virginia

Benchmark Construction

As described in the general introduction, material from each of the five documents was analyzed to identify the knowledge and skills students were expected to attain. For ease of collection and analysis, this information was then organized under the history standards and benchmarks in the *Compendium*. Depending upon the content of the material, the knowledge and skills identified as a result of this analysis were organized under one of five areas: Historical Understanding, K–4 History,

State History, United States History, and World History. The material from the documents was then synthesized into benchmarks.

Benchmarks are commonly made up of a sentence stem, which describes the specific content found in the documents, followed by examples, which are intended to illustrate, but not exhaust, the kinds of examples provided in the documents. For example, the following benchmark appears in this study under Standard 2, "Understands the origins and development of emerging institutions in the colonies and the impact of slavery on European and African lives in the Americas":

> Understands economic life in the New England, Chesapeake, and Southern colonies (e.g., development of a free-market economic system; differences in economic systems in different colonial regions; economic relationship between colonies and England)

The stem "Understands economic life in the New England, Chesapeake, and Southern colonies" represents what was common to four of the five (in this particular case) state documents. The parenthetical content following the stem, however, provides a representative set of examples.

The synthesis process yielded material that was identified in state documents as important for the study of history, but not addressed in the national documents synthesized in the *Compendium*. In these instances, the end of the citation log includes an asterisk (*) to indicate that the content represents material not found in the *Compendium*.

Standards Construction

Once the analysis was completed, the content was reviewed for commonalities. Given the reduction in content — from the 1,280 benchmarks across 87 standards in the *Compendium* to 191 benchmarks in this study — it was clear that the number of standards should be similarly reduced. We found that those standards that had been developed from the national documents and formed the basis for the *Compendium* were often too specific to be useful as categories, with the exception of the areas of Historical Understanding, K–4 History, and State History. The process of developing standards for the other areas — U.S. History, and World History — was in part informed by the categories used in the national documents. However, more commonly, these standards were developed by working from the "bottom up," that is, reviewing the content to draft standards that best organized the material. Not surprisingly, nearly all standards in the U.S. and World History sections were built from a chronological perspective.

Organization of the Content

The standards and benchmarks that resulted from our synthesis of state standards in history are provided in the tables that follow. The benchmarks are organized into grade bands that reflect the source documents from which they were derived. Thus, the knowledge and skills that address the area of Historical Understanding are identified as K–12 content because the material that addresses this area was found at all grade levels in the source documents. The standards for K–4

History, as can be deduced by the label, reflect the content found in state documents for students in kindergarten through the 4th grade. The sole standard for State History is designated as grade 4 because all five state curriculum documents analyzed address state history at this grade and, with the exception of Kansas (which takes the topic up again in grades 2, 8, and 11), do not systematically address this topic at any other grade than 4th grade. For the areas of U.S. History and World History, the range is designated as grades 5–12 for two reasons. First, a preliminary analysis made clear that confining our synthesis of material to content that was common within a narrower range of grades (such as separate tables for middle school and high school) would have resulted in very little content being identified as common across the states. Second, it is commonly recognized that the events, facts, and episodes — the "stuff" of history — do not lend themselves to assignation to a particular grade. Thus, it appeared that narrower grade bands than the 5–12 presented here would not be useful.

Summary of Standards for History

The following tables provide a listing of content found to be present in at least three of the five top-rated state documents selected for this study. This content was synthesized to form benchmarks, which were then organized by standards under the following topic headings:

Table 2: Summary of State Benchmarks on Historical Understanding.

1. Understands and knows how to analyze chronological relationships and patterns
2. Understands the historical perspective

Table 3: Summary of State Benchmarks on K–4 History.

1. Understands family life now and in the past, and family life in various places long ago
2. Understands the history of a local community and how communities in North America varied long
3. Understands how democratic values came to be and how they have been exemplified by people, events, and symbol
4. Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them

Table 4: Summary of State Benchmarks on State History.

1. Understands the people, events, problems, and ideas that were significant in creating the history of the state

Table 5: Summary of State Benchmarks on U.S. History.

1. Understands the characteristics of the societies in the Americas, Western Europe, and Western Africa and their interactions during the Age of Exploration

2. Understands the origins and development of emerging institutions in the colonies and the impact of slavery on European and African lives in the Americas

3. Understands the causes of the American Revolution, its course, and its impact on politics, the economy, and society

4. Understands significant changes in the American political system from 1781 to the 1830s

5. Understands the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans

6. Understands the significant technological and social changes in the antebellum period

7. Understands the causes, course, and character of the Civil War and Reconstruction

8. Understands significant changes in the industrialization and urbanization of America from the late 19th to the early 20th centuries

9. Understands federal Indian policy and foreign policy from the Civil War to World War I

10. Understands political and social movements of the late 19th and early 20th centuries

11. Understands significant social and political changes in the United States from World War I through the Great Depression

12. Understands the causes and course of World War II and its legacy

13. Understands American foreign policy from the inception of the Cold War and its impact on domestic politics

14. Understands social issues and domestic policies in the post-World War II period

15. Understands economic, social, and cultural developments in the contemporary United States

Table 6: Summary of State Benchmarks on World History.

1. Understands the development of civilization in Mesopotamia, Egypt, the Indus Valley, and the Mediterranean to 1000 BCE

2. Understands cultural developments in the Mediterranean and southwest Asia from 1000 to 200 BCE

3. Understands the rise of religious and large-scale empires in the Mediterranean basin, China, and India from 500 BCE to 300 CE

4. Understands the Imperial crises and their aftermath in various regions from 300 to 700 CE

5. Understands the development of Islamic, European, Japanese, and Meso- and South American societies from 300 to 1000 CE

6. Understands significant events and changes in world society from 1000 to1500 CE

7. Understands significant events and changes from the Age of Exploration to the Age of the Enlightenment (1450–1750 CE)

8. Understands political, social, and industrial revolutions from the late 18th to the early 20th century

9. Understands the causes and global consequences of World War I and the Great Depression

10. Understands the causes and global consequences of World War II and the post-war world

11. Understands contemporary issues and events in an interdependent world

Table 2. Summary of State Benchmarks on Historical Understanding

1. Understands and knows how to analyze chronological relationships and patterns	
Grades K–12	
• Knows how to construct and interpret time lines of key events, people, and periods in one's life and in history	BP (ALK.3;AL1.2;AL4.2;AZI.F1.1;AZI.F1.2; AZIII.E1.1;AZIV.E8.1;AZIV.E8.2;CA2.1.3; CACI.1;CACII.1;CACII.2;KII.4-1.58; KIII.5-3.68;V1.4;V5.9;V6.10;V9.11;V11.17)
• Uses chronological terms correctly (e.g., past, present, future; decade, century; generation, Before Common Era [BCE], Common Era [CE], B.C., A.D.)	BP (AZIII.E1.1;CACI.2;KII.4-4.58)
• Understands patterns of change and continuity in history (e.g., sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns; how change happens at different rates and times; how some things change over time and some things stay the same)	BD (AZV.P1.1-2;CACI.3;CACIII.2;CAHII.3; KIII.3-3.60;KIV.3-1.62;KV.7-1.65; KV.8-1.72)
• Understands elements of historical cause and effect (e.g., distinguishing cause, effect, sequence, and correlation in historical events; limitations on determining cause and effect; evaluating cause, costs, and benefits of historical events)	BD (AZIV.E8.8;CAHI.3;CAHII.2;CAHIII.2; KIII.3-1.60;KIV.3-2.62;KIII.5-1.68; V1.4,V3.4;V5.10;V6.11)

Codes (right side of page):

State Codes

AZ.I–V, R.F.E.P, # = AZ; I–V: K, 1–3, 4–5, 6–8, 9–12; indicator letter/number
ALK–12# = AL; K–12: grades K–12, item #
CAK–12# = CA, Grade/Standard #, item #
CA.C.R.H.I–III, # = CA; Chronology, Research, Hist. Interp., K–5,6–8,9–12, item #
KI–V# = KS, I–V: end of 2, 4, 6, 8, 11; benchmark/indicator #
V# = VA, Grade/Standard #

Other Codes

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BP = Benchmark, Procedural
* = Benchmark not present in *Compendium*

2. **Understands the historical perspective**	
Grades K–12	
• Distinguishes fact from fiction in various historical documents (e.g., historical novels, historical narratives, nonfiction accounts, stories)	BP (AZIII.E1.4;CARI.3;CARII.2;V4.7;V6.10)
• Knows research strategies, methods, and sources used to obtain and interpret historical data (e.g., artifacts; archeological studies; literature research; primary sources; personal interviews; reference documents such as atlases, electronic sources, dictionaries, newspapers, and databases)	BD (AL4.6;AL5.3;AL6.3;AZIV.E8.3;KII.4-3.58; KIII.1-2.66;KIV.8-2.53;KIV.3-2.62; KV.8-2.55;KV.7-2.65;KV.8-2.72)
• Interprets different types of primary and secondary sources (e.g., maps, photos, oral histories, newspapers, letters, speeches, photographs, artifacts, diaries, eyewitness accounts)	BP (AZII.F2.1;AZIII.E1.2 ;AZVI.D1.1;CA2.1.1; CA3.3.3;CARI.1;CARI.2;CARIII.4;KI.2-2.47; KI.2-4.47, KI.2-5.47;KII.4-2.58;KIII.3-2.60; KIII.5-2.68;KIV.8-1.53;KV.8-3.55;KV.8-3.72; V4.7;V5.8;V5.9;V6.9;V6.10; V8.10, V9.11;V11.16;V11.17)
• Knows factors that contribute to different interpretations of the same historical event (e.g., author's point of view, context, questions asked, types of sources, use of evidence)	BD (AZIV.E8.7;CARIII.3;KIII.3-4.60;KIV.3-4.62; KIII.5-4.68;KV.8-4.55;KV.7-4.65;KV.8-4.72)*
• Understands connections between past and present events (e.g., connections between historical events and later trends; relating current events to their historical foundation)	BD (AL3.20;AZII.F3.1;AZV.P1.1;AZVI.D2.1; CACI.3;CAHIII.1;CACIII.1)

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ALK–12# = AL; K–12: grades K–12, item #

CAK–12# = CA, Grade/Standard #, item #

CA,C,R,H,I–III, # = CA; Chronology, Research, Hist. Interp., K–5,6–8,9–12, item #

KI–V# = KS, I–V: end of 2, 4, 6, 8, 11; benchmark/indicator #

V# = VA, Grade/Standard #

Other Codes

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BP = Benchmark, Procedural

* = Benchmark not present in *Compendium*

• Knows how to evaluate historical sources and interpretations (e.g., in terms of credibility, purpose, perspective, bias, and authenticity; relevant v. irrelevant information; verifiable from unverifiable information; fact v. interpretation)	BP (AZIV.E8.5;AZIV.E8.6;AZV.D1.2;CARII.3; CARII.4;KIV.3-3.62;KIV.8-3.53;V9.11;V11.17)
• Locates significant historical places and events on maps (e.g., historical features of the United States such as the original 13 colonies; the advance of the frontier and territorial expansion; new states as they were added to the Union, historical migrations of people; expansion and disintegration of empires, growth of economic systems; frictions that develop between population groups; diffusion of ideas, technological innovations, and goods)	BP (AZV.P1.3;CA5.4.1;CACII.3;CACIII.3;V4.7; V5.9;V6.10;V11.15)
• Develops historical questions that can be addressed through historical research and interpretation	BP (AZIV.E8.3;CARII.1;V11.17)*
• Understands the importance of context and point of view in historical interpretation (e.g., interpreting past events and issues in historical context rather than in terms of present norms and values; determining point of view and context in historical statements; how race, religion, and ethnicity have influenced points of view over time)	BD (AZIV.E8.7;AZV.P3.2;CAHIII.3;CARII.5; V5.10;V6.10)

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CA,C,R,H,I–III, # = CA; Chronology, Research, Hist. Interp., K–5,6–8,9–12, item #
KI–V# = KS, I–V: end of 2, 4, 6, 8, 11; benchmark/indicator #
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BP = Benchmark, Procedural
* = Benchmark not present in *Compendium*

Table 3. Summary of State Benchmarks on K–4 History

1. Understands family life now and in the past, and family life in various places long ago	
Grades K–4	
• Knows elements of a family history (e.g., origin, migration of family members, family legends)	BD (AL2.21;CA2.1.1;KII.2-4.57)
• Understands family life today and how it compares with family life in the recent past and family life long ago (e.g., daily life, transportation, occupations, generational differences)	BD (AL2.22;AL2.23;AZI.RI.1;CA1.4.3;CA2.1.2)
2. Understands the history of a local community and how communities in North America varied long ago	
Grades K–4	
• Understands changes in community life over time (e.g., changes in schools, physical characteristics, demographics, occupations and careers, transportation methods)	BD (AL3.21.33;AZIII.E4.4;CAK.3;CA1.4.1; CA3.3.3;V2.2;V1.1)
• Understands changes in land use and economic activities in the local community since its founding (e.g., differences in rural, urban, and suburban communities; the impact of past economic systems on the present; the connection between the locality and the larger world geographically and economically; land use changes, including industry, agriculture, housing, mining, and public use)	BD (AL1.22;AL1.24;CA3.3.2;KII.3-1.49; KII.3-2.49;V2.2)

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3. Understands how democratic values came to be and how they have been exemplified by people, events, and symbols	
Grades K–4	
• Understands how important figures reacted to their times and why they were significant to the history of our democracy (e.g., individuals who fought for the nation's freedom, including Thomas Jefferson, George Washington, and Benjamin Franklin; individuals who took risks to secure rights and freedoms of others, including Harriet Tubman, Abraham Lincoln, Martin Luther King Jr., Cesar Chavez, Frederick Douglass, and Anne Hutchinson)	BD (AL1.26;AL2.25;AZII.F4.1;AZII.F4.2;CA3.4.6; KI.1-2.47;VK.1)
• Understands the people and events honored in commemorative holidays and celebrations (e.g., Martin Luther King, Jr. Day; the Fourth of July; Memorial Day; Veteran's Day, Thanksgiving)	BD (AL2.24;AZI.RI.2;CAK.6.1;CA1.3.2; KI.3-2.47;KI.3-3.47;KII.3-2.58;VK.1;V1.3)
• Knows the history of American symbols and icons (e.g., flag, bald eagle)	BD (AL3.27;CAK.2;CA3.4.3;KI.3-1.47;V1.15)
• Knows the Pledge of Allegiance and patriotic songs, poems, and sayings that were written long ago, and understands their significance	BD (ALK.9;CA5.7.6;KI.3-1.47;V1.15)
4. Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them	
Grades K–4	
• Knows the accomplishments of major scientists and inventors (e.g., George Washington Carver, Thomas Edison, Benjamin Franklin, Marie Curie, Jonas Salk, Jane Goodall)	BD (AL2.26;AL2.27;KI.1-1.47;V1.2)

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Table 4. Summary of State Benchmarks on State History

1. Understands the people, events, problems, and ideas that were significant in creating the history of the state	
Grade 4	
• Understands the origins and culture of early Native Americans of the state or region (e.g., location, religious beliefs, customs, government, shelter, music, food, arts, traditions, economic activities, oral traditions, and legends; how tribes depended upon and adapted the physical environment; characteristics of prehistoric tribes of the state; the development of agriculture and domestication of plants among tribes)	BD (AL4.9;AL4.10;AZII.F2.2;AZIII.E2.2; AZIII.E3.1;AZIII.E2.3;AZIII.E2.4; AZIII.E2.5;CA3.2.1;CA4.2.1;KI.2-3.47; KI.2-4.47;KIV.1-1.50;V2.3)
• Understands the symbols, slogans, and mottoes that represent the state (e.g., state song, state bird, state flower, state flag)	BD (CAK.2;KI.3-6.48;KII.2-1.49;V1.15)
• Understands geographic, economic, religious, and political reasons early explorers, settlers, and immigrants came to the state or region, what their lives were like, and their experiences (e.g., early land and sea routes to the state; impact of geography on the migrations of the state's first settlers; migration patterns of different groups to the state; daily life of settlers; characteristics of immigration to the state in the 19th and 20th centuries; reasons that specific immigrant groups came to the state; challenges faced by immigrants)	BD (AL4.12;AL4.17;AL4.18;AZIII.E3.2-3; CA1.5.2;CA4.2.2;CA4.2.4;CA4.3.2; CA4.4.3;KII.1-1.49;KIV.2-3.50; KIV.4-2.51;KII.1-2.49;KIV.5-7.52; KIV.7-2.52;KV.4-3.54)
• Understands the interactions among different cultural and ethnic groups in the state (e.g., impact of European contact with the state's indigenous tribes; interaction between new settlers and Native tribes of the region; impact of slavery on the state)	BD (AL4.8.36;AL4.13;AL4.15;AL4.16;AL4.23; AL4.33;AZIII.E4.2;CA3.2.4;CA4.2.3;CA4.2.5; KIV.1-2.50;KIV.2-1.50;KIV.2-2.50;KIV.2-5.50; KII.4-3.50;KIV.4-1.51;KV.1-1.53)

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• Understands the cultural contributions of different groups to the development of the state (e.g., the lives and contributions of various cultural and ethnic groups; lasting contributions made by the state's earliest inhabitants, including place names, food, folk traditions, and recreation; the contributions of various immigrant groups)	BD (AL4.11;AZIII.E4.3;KII.1-3.49; KII.4-4.50;V4.3)
• Understands patterns and changes in population over a period of time in a city or town in the state or region (e.g., the economic and social transition from rural to industrialized society in the state; how transportation and communication influenced migration to the state; the impact of population growth on the natural environment, including cities, major road systems, demographics, and natural resources; the development of trails, railroads, and highways that connect the state to the rest of the nation; the impact of specific industries on population; depopulation of rural areas and increased urbanization; the effects of increased urbanization and industrialization on the state)	BD (AL4.49;CA4.4.4;KII.4-5.50;KIV.4-7.51; KIV.5-4.52;KIV.7-4.53;KV.7-2.55;V4.5;V4.6)
• Knows the chronological order of major historical events that are part of the states's history and their relationship to the history of the nation (e.g., events in specific chronological periods of state history; the role of the state in significant events of the nation, including the American Revolution, the Civil War, World Wars I and II, the Great Depression, and the Civil Rights Movement; how specific national events influenced the state)	BD (AL4.14;AL4.24;AL4.25;AL4.26;AL4.27; AL4.28; AL4.31;AL4.38;AL4.39;AL4.40;AL4.43; AL4.44;AZV.P15.3;CA4.2.7;CA4.2.8;CA4.3.3; CA4.4.1;CA4.4.2;CA4.4.5;CA4.4.8;CA4.4.9; KII.4-2.49;KIV.1-2.50;KIV.3.51;KIV.4.51;KIV.5.52; KIV.6.52;KIV.7.52;KV.1.53;KV.2.53;KV.3.53; KV.4.54;KV.5.54;KV.6.54;KV.7.55; V4.3;V4.4;V4.5;V4.6;V4.7)
• Understands how significant people affected the history of the state (e.g., contributions of women, political leaders, writers and artists, inventors)	BD (AL4.36;AL4.41;AL4.45;AZIII.E3.4;CA4.2.6; CA4.3.4;KII.5-1.50;KIV.3-4.51;KV.6-4.54;V4.6)

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• Understands the unique historical conditions that influenced the formation of the state and how statehood was granted	BD (AL4.19;CA4.3.5;AZIII.E4.1)
• Knows the location of significant places, rivers, cities, and counties in the state	BD (AL4.47;AL4.48;CA4.4.7;KI.3-7.48;KII.2-1.49)
• Understands the evolution of the state government (e.g., characteristics of territorial government; the structure of the present state and local government; how the government has changed over time; issues facing the present state government)	BD (AL4.42;AZIII.E3.6;CA4.3.5; KIV.3-2.51;KIV.7-6.53)*
• Understands the history of the state's economy and economic activities (e.g., how national events influenced the state economy; the types of products produced by the state; the importance of natural resources and land regions in industry and development; characteristics of the state economy at different periods in history; how different industries influenced the economy)	BD (AL4.21;AL4.30;AL4.37;AL4.46;CA4.2.6; CA4.4.2;KIV.5-4.52)*
• Understands the development and location of industries in the state (e.g., industries that are unique to the state; changes in state industry over time)	BD (AL4.29;AZV.P16.5;CA4.4.6;KIV.5-3.52; KIV.5-4.52;KIV.5-5.52;KIV.7-3.53)*

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Table 5. Summary of State Benchmarks on United States History

1. Understands the characteristics of the societies in the Americas, Western Europe, and Western Africa and their interactions during the Age of Exploration	
Grades 5–12	
• Understands the influence of geography and climate on pre-Columbian Native American society (e.g., tribal life, clothing, tools and utensils, crops, locations of villages, building materials, the development of cultural traditions)	BD (AL3.5;AL3.8;CA5.1.1;V5.1)
• Knows significant features of European explorations of the 15th, 16th, and 17th centuries (e.g., the routes, motives, and strategies of Spanish, French, Dutch, and English explorers; motivations, goals, obstacles, and accomplishments of major expeditions; the impact of first contacts for both Natives and Europeans; technological innovations that contributed to sea exploration by latitude and longitude, including the compass, sextant, and astrolabe)	BD (AL3.14;AL5.8;AL10.2;AZIII.E5.1;CA5.2.1; CA5.2.2;CA5.2.3;KIII.1-1;V3.2;V5.2)
• Understands the immediate and long-term impact of Columbus' voyages on Native populations and on colonization in the Americas (e.g., Columbus and the discovery of the Americas; the economic, political, and social impact of Columbus' interactions with indigenous peoples; the impact of the Columbian Exchange)	BD (AL5.9;AZIII.E5.2;V.3.2;V5.2)

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2. Understands the origins and development of emerging institutions in the colonies and the impact of slavery on European and African lives in the Americas	
Grades 5–12	
• Understands interactions among Native Americans and various settlers in the North American colonies (e.g., cooperation and exchange in terms of agriculture, the fur trade, military alliances, and cultural interchange between settlers and Native tribes; conflicts, including the King Philip's War, the Pequot War, and the Powhatan Wars; rival alliances among the Huron and French and the British and Iroquois; the impact of European settlement from the perspective of Europeans and Native societies)	BD (AL5.10;AL10.7;AZIII.E6.5;CA5.3.2;CA5.3.3; KIII.1-4;KIII.1-6;V3.3;V11.1)
• Understands reasons for colonization and the success of settlements in North America (e.g., reasons for colonization including religious freedom and desire for land; the significance of the leadership, economics, and government of Jamestown; the experience and importance of early settlements in Plymouth, Williamsburg, New Amsterdam, and St. Augustine)	BD (AL5.10;AL5.11;AZIII.E6.1;KIII.1-2;V3.2)
• Understands characteristics of conflicts among colonists and between the English colonies and other European powers in the early settlement period (e.g., causes and effects of the Seven Years War; characteristics of class conflict, rural versus settled, and home rule versus colonial rule in the colonies; economic, ideological, religious, and nationalist forces that influenced competition among the English, French, Spanish, Dutch, and Native Americans for control of North America)	BD (AL5.12;CA5.3.1;CA5.3.3;KIII.1-6;V5.2)

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• Understands the influence of Enlightenment ideas on the development of colonial society (e.g., impact of Enlightenment on the rise of democratic ideas and the founding of the nation; role of Enlightenment in the development of colonial intellectual and religious thought)	BD (AL10.8;CA11.1.1;V9.7)
• Understands the origins and development of colonial government (e.g., establishment of representative government and the democratic practices that emerged including representative assemblies and town meetings; how characteristics of colonial self-government such as the right to vote and hold office were reflected in the Mayflower Compact; the role of law in colonial America; political contrasts among the New England, mid-Atlantic, and Southern colonies)	BD (AL5.14;AL5.16;AL10.4;AZIII.E6.2;AZIII.E6.7; CA5.4.5;CA5.4.7;CA8.2.1;KV.1-2; V3.3;V5.3;V5.4;V11.2)
• Understands religious development in colonial America (e.g., the presence of diverse religious groups and their contributions to religious freedom; the major tenets of Puritanism and its legacy in American society; influences of Protestants, Puritans, Quakers, and Catholics; the role of the First Great Awakening in marking a shift in religious ideas, practices, and allegiances in the colonial period; the growth of religious toleration and free exercise of religion)	BD (AL5.18;AL10.8;CA5.4.4;CA8.1.1;CA11.3.1; CA11.3.3;KV.1-1;V11.2)
• Understands characteristics of the social structure of colonial America (e.g., social customs and the arts, types of work; leisure activities; roles of free blacks and women in terms of voting rights, property rights, and educational opportunities; features of social life in the New England, Middle, and Southern colonies; life in the colonies from the perspectives of landowners, farmers, artisans, women, free blacks, and slaves)	BD (AL5.18;AL10.6;AZIII.E6.4;KIII.1-3;V11.2)

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• Understands economic life in the New England, Chesapeake, and Southern colonies (e.g., development of a free-market economic system; differences in economic systems in different colonial regions; economic relationship between colonies and England)	BD (AL10.4;AZIII.E6.4;CA5.4.5;V3.3;V5.3)
• Understands elements of African slavery during the colonial period in North America (e.g., the introduction and institutionalization of slavery in the colonies; responses of slaves to their condition; African slave culture, including food, shelter, recreation, and education; the impact of slavery on colonial life, including indentured servitude, the slave trade, the Middle Passage, and the Southern Plantation system; how slavery reshaped European and African life in the Americas)	BD (AL5.19;AL10.5;AZIII.E6.6;CA5.4.6; KV.1-3;V3.3)
3. Understands the causes of the American Revolution, its course, and its impact on politics, the economy, and society	
Grades 5–12	
• Understands the ideas and events that contributed to the outbreak of the American Revolution and the earliest armed conflict of the Revolutionary War (e.g., British policies, including the Stamp Act, Writs of Assistance, Intolerable Acts, and "taxation without representation"; colonial reactions to British policy, including the Boston Massacre, Boston Tea Party, and Sons of Liberty; efforts of groups to mobilize support for independence from England; the battles of Lexington and Concord; significance of the first and second Continental Congress and the Committee of Correspondence)	BD (AL5.5;AL5.20, AL5.21;AL10.9;AZIII.E7.1; AZIV.E16.2;CA5.5.1;CA5.5.2;V5.3)

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• Understands the major ideas in the Declaration of Independence, their sources, and how they became unifying ideas of American democracy (e.g., ideas and philosophy of government expressed in the Declaration of Independence; people and events associated with drafting/signing)	BD (AL5.23;AL5.24;AZIV.E16.3;CA5.5.3; V4.3;V5.4;V11.3)
• Understands the major developments and chronology of the Revolutionary War and the roles of its political, military, and diplomatic leaders (e.g., roles of American and British leaders and Indian alliances on both sides; major turning points of the war including aid from France; key battles, military turning points, and strategic decisions in the Revolutionary War including those made at Saratoga; the Treaty of Paris; the impact of the war on the home front; significant individuals such as King George III, George Washington, Thomas Jefferson, Patrick Henry, John Adams, and Benjamin Franklin; factors that led to the American victory in the Revolutionary War)	BD (AL5.25;AL10.11;AZIII.E7.2;AZIII.E7.3; CA5.5.4;CA5.6.1;KIII.2-1;KIII.2-3;KV.2-2; V.5.3;V11.3)
4. Understands significant changes in the American political system from 1781 to the 1830s	
Grades 5–12	
• Understands the major challenges facing the early government of the United States (e.g., domestic and foreign affairs of the new Congress and the first four presidents; precedents established by George Washington including the cabinet and two terms as president; economic development, trade, tariffs, taxation, and trends in the national debt; the physical landscape and political divisions during the terms of the first four presidents; the policy significance of famous speeches of the new nation, including Washington's Farewell Address, Jefferson's 1801 Inaugural Address, and John Q. Adam's Fourth of July 1821 Address)	BD (AL10.13;AZIV.E18.1;CA8.4.1;CA8.4.2; KIII.2-11;V4.4;V.5.5;V11.5)

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• Understands the national government under the Articles of Confederation (e.g., the success of the Articles of Confederation in implementing the ideals of the Declaration of Independence; the ideas of the Articles of the Confederation; factors that contributed to the failure of the Articles such as individual currencies, inability to tax, and unwillingness to help the Continental Army)	BD (AL5.27;AL10.13;AZIV.E17.1;CA5.7.1; KIII.2-5;V5.4;V11.4)
• Understands the impact of land policies of the new nation (e.g., the significance of the Northwest Ordinance of 1787; how land policies impacted Native American tribes; land ordinances of 1785 and 1787 that privatized natural resources and transferred federally owned lands into private holdings, townships, and states)	BD (AL10.13;CA5.6.6;CA8.3.2;CA8.9.3;V11.4)
• Understands the development of state constitutions after 1776 (e.g., how early state constitutions addressed the abolition of slavery; how the ideals of the Revolution were embodied in state constitutions; how state constitutions served as models for the U.S. Constitution; the role of state constitutions in creating a context by which American political institutions and ideas were developed)	BD (AL10.12;CA5.6.5;CA8.9.2;V11.4)
• Understands the events and outcomes of the Constitutional Convention (e.g., debates of the Convention and how they were resolved; participants and the role of compromise in the creation of the United States Constitution, including the Virginia Plan, the New Jersey Plan, Great Compromise, and the Three-Fifths Compromise; the role of the Constitutional Convention in forming a new government; creation of new Constitution of 1787 and struggles over ratification)	BD (AL5.28;AL10.14;AZIV.E17.2;CA8.2.3; KIII.2-6;V5.5;V11.4)

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• Understands the significance of the Bill of Rights and various challenges to it (e.g., reasons for the addition of the Bill of Rights to the Constitution; debates over the addition of the Bill of Rights; fundamental liberties ensured by the Bill of Rights)	BD (AL5.31;AZIV.E16.4;CA5.7.2;CA8.2.6; CA11.1.2;KV.2-5;V5.5;V11.4)
• Understands the development and impact of the American political system (e.g., how conflict between Jefferson and Hamilton led to emergence of two-party system; how ideals of Democratic Republicans and Federalists and the Alien and Sedition Acts contributed to the rise of political parties; the influence of the French Revolution on American politics; the role of the election of 1800, Washington's Farewell Address, and the appointment of the "midnight judges" in the development of the American political system)	BD (AL10.16;AZIV.E18.3;CA8.3.4;KIV.1-5;V11.5)
• Understands the ideas and principles expressed in the U.S. Constitution and the events that led to its adoption (e.g., the influence of the Magna Carta and English Bill of Rights on the development of the U.S. Constitution; the role of James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution; events in the struggle for ratification; organization of new national government under the Constitution; principles of federalism, dual sovereignty, separation of powers, checks/balances, three branches of government, majority rule, and citizen rights; the key ideas of the Preamble and the Bill of Rights; the origins, purpose, and differing views of the founding fathers on the issue of separation of church and state)	BD (AL5.29;AL10.15;AZIV.E16.3;AZIV.E16.4; CA5.7.2;CA8.2.4;CA8.2.6;CA8.2.7; KIII.2-9;V11.4; V11.5)

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• Understands the significance of the Federalist Papers (e.g., the political philosophy underpinning the Constitution as specified in the Federalist Papers; the significance of James Madison, Alexander Hamilton, and John Jay, who authored the Federalist Papers; how the arguments advanced in the Federalist Papers contributed to the adoption of the Constitution)	BD (CA8.2.4;KV.2-4;V11.4)
• Understands political and social changes associated with the administration of Andrew Jackson (e.g., examples of Jacksonian democracy including the "spoils system," Jackson's interest in providing the "common man" with opportunities to serve in the government, the expansion of suffrage, opposition to the Bank of the United States, the Nullification Crisis, and the depression of the 1830s)	BD (AL10.26;CA8.8.1;KIV.1-6)
5. Understands the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans	
Grades 5–12	
• Understands physical changes resulting from the territorial expansion of the United States in the early 19th century (e.g., how and from whom the U.S. acquired Florida, Texas, Oregon, California, the Northwest Territory, the Louisiana Territory, and the Gadsen Purchase; the locations of states and territories in 1850 and their mountain ranges and principal rivers; the role of the concept of Manifest Destiny in westward expansion)	BD (AL5.35;AZIV.E20.1;CA5.8.2;CA8.4.1;CA8.8.2; KIV.1-1;V5.6)

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• Understands the impact of the Louisiana Purchase (e.g., how and from whom the U.S. purchased the Louisiana Territory; its impact in terms of doubling the size of the nation, the use of the elastic clause, and impact on exploratory missions; the effect of the Louisiana Purchase on relations with external powers and Native Americans)	BD (AL10.17;AZIV.E20.1;KIV.1-1;V5.6;V11.5)
• Understands the significance of exploratory missions of the trans-Mississippi West in the early 19th century (e.g., how geography and economic incentives influenced early American explorations; characteristics and contributions of early exploratory missions of Lewis and Clark, Zebulon Pike, and John Fremont)	BD (AL5.34;AZIV.E20.2;CA5.8.3;CA8.8.2;V5.6)
• Understands federal and state policy toward Native Americans in the first half of the 19th century (e.g., the role of broken treaties and massacres; the resistance of Indian nations to encroachment and assimilation; the significance of the Trail of Tears, the Black Hawk and Seminole Wars, the Treaty of Dancing Rabbit Creek, and Andrew Jackson's defiance of the Supreme Court concerning Indian removal issues; the impact of the Indian Removal Act of 1830; the role of significant individuals during this period, including Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, John Marshall, and Sequoyah)	BD (AL10.27;AZIV.E19.2, CA5.3.4, CA5.3.6, CA8.8.2;KV.2-7)

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• Understands the causes and impact of the War of 1812 (e.g., political and economic causes of the war; political interests and views regarding the war; the role of the War Hawks; the burning of Washington D.C.; significant leaders and battles, including Ft. McHenry, the Battle of Horseshoe Bend, and the Battle of New Orleans; political causes and effects of the war including relationships with Native Americans; economic elements including the Embargo Act and economic depression; events that led to a final peace)	BD (AL5.32;AL10.10;CA8.5.1; KIV.1-8;KV.2-6;V11.5)
• Understands the causes and long-term effects of the Mexican-American War (e.g., the impact of the concept of Manifest Destiny on the war; land acquisition through treaties associated with the war; the role of the Mexican-American War in sectional division of the nation; the territorial settlements, the aftermath of the war, and the effect of the war on Americans)	BD (AL10.28;AZIV.E20.3;CA5.8.6;CA8.5.2; KIV.1-8;V5.6)
• Understands the development of U.S. foreign policy during the early 19th century (e.g., changing boundaries of the United States and relationships the country had with Mexico, Canada, and the European powers and how those relationships influenced westward expansion; the influence of the Monroe Doctrine and its role in the development of early American foreign policy; major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties; foreign relations and significant military conflicts including the War of 1812 and the Mexican-American War)	BD (AL10.21;CA8.5.2;CA8.5.3;V5.6;V11.5)

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• Understands elements of early western migration (e.g., experiences and routes of settlers on overland trails; reasons for and destinations of major westward migrations, including those to Oregon, California, and Mormon settlements; impact of western expansion on American Indian nations; migration and trade patterns along the Santa Fe, Oregon, Mormon, and California Trails)	BD (AL5.36;AL10.27;AZIV.E20.4;AZIV.E20.5; CA5.8.4)
6. Understands the significant technological and social changes in the antebellum period	
Grades 5–12	
• Understands the impact of technology and developments in transportation on American life (e.g., the effect of canals and river systems on the distribution of people and goods and services; the impact of the McCormick reaper, the steamboat, cotton gin, steam engine, interchangeable parts, water-powered turbine engines, the Erie Canal, and National Road on American life; methods of transportation such as overland wagons, canals, flatboats, and steamboats used by immigrants in the early and late 19th century; obstacles and economic and political factors involved in building canals, roads, and railroads)	BD (AL5.37;AL10.22;CA5.8.1;CA8.6.2;V5.6)
• Understands the impact of the Industrial Revolution during the early and later 19th century (e.g., the growth and spread of the factory system, demographic shifts associated with the Industrial Revolution; revolutions in energy and manufacturing; the emergence of engine and machine-tool industries; the development of interior cities)	BD (AL10.22;CA11.1.4;KV.2-9)

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• Understands the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period (e.g., support and opposition of the Missouri Compromise of 1820; the importance of the slavery issue as raised by the annexation of Texas and by California's admission to the Union as a free state under the Compromise of 1850; how the Kansas-Nebraska Act [1854], the Wilmot Proviso [1846], the *Dred Scott* decision [1857], the Lincoln-Douglas Debates [1858], the Fugitive Slave Act, and "Bleeding Kansas" contributed to sectionalism; issues of nationalism and sectionalism including States' Rights Doctrine and the extension of slavery into the territories; the impact of the addition of new states to the Union and balance of power in Senate)	BD (AL5.38;AL5.39;AL10.20;AL10.28; AZIV.E21.2;AZIV.E21.3;CA8.9.4;CA8.9.5; KIV.1-7;V11.6)
• Understands the major characteristics of the abolition movement in the antebellum period (e.g., the struggle between proponents and opponents of slavery and the institution of slavery; leaders of the abolition movement, including Frederick Douglass, Harriet Beecher Stowe, and the Grimké Sisters; the role of Quakers in the abolition movement; the importance of Harriet Tubman and the Underground Railroad)	BD (AL5.40;AL10.24;AZIV.E19.3; CA5.4.6;CA8.9.1)
• Understands women's rights and the suffrage movements in antebellum America (e.g., the Seneca Falls "Declaration of Sentiments" of 1848; biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, and Susan B. Anthony; the importance of the cult of domesticity)	BD (AL5.40;AL10.24;AZIV.E19.4; CA8.6.6;CA11.10.7)

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• Understands the significant religious, philosophical, and social movements of the 19th century and their impacts on American society and social reform (e.g., development of the American education system from its earliest roots including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture; common themes in American art and transcendentalism, including the writings of Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow; the impact of abolition, temperance movements, transcendentalism, women's suffrage, and Utopian communities on American society; the emergence of a distinct American culture through literature and the Second Great Awakening)	BD (AL10.24;AL10.25;CA8.6.5;CA8.6.7;KIV.2-9)
7. Understands the causes, course, and character of the Civil War and Reconstruction	
Grades 5–12	
• Understands the economic, social, and cultural differences between the North and South in the antebellum period (e.g., the advantages and disadvantages of economic systems in the North and South in terms of labor force, industry, agriculture, and geography; development of an agrarian economy in the South; locations of cotton-producing states of the South; differences between agrarians and industrialists)	BD (AL5.42;AL10.23;CA8.7.1;CA8.10.2;V5.7)

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• Understands events leading to secession prior to the Civil War (e.g., the election of Abraham Lincoln in 1860, Lincoln's inaugural address and the Lincoln-Douglas debates; the importance of views on slavery; the Democratic Party split; constitutional issues posed by nullification and secession; the federal response to secession; the formation of the Confederacy; the significance of Fort Sumter)	BD (AL5.41;AL10.29;AZIV.E21.4;AZIV.E21.5; CA8.10.3;KIV.2-1;V5.7;V11.6)
• Understands the technological, social, and strategic aspects of the Civil War (e.g., major battles and turning points of the war; life on the battlefield; unique nature of Civil War in terms of casualty levels and type of warfare; geographic advantages and obstacles; technological advances of the war; military and political leaders, including Robert E. Lee, Jefferson Davis, and Ulysses S. Grant; military advantages of the Union and the Confederacy; the threat of foreign intervention; the military defeat of the Confederacy including Lee's surrender at Appomattox)	BD (AL5.43;AL5.44;AL10.31;AZIV.E22.1; AZIV.E22.2;AZIV.E22.3;CA8.10.5; CA8.10.6;KIV.2-3;V5.7;V11.6)
• Understands the influence of Abraham Lincoln's ideas on the Civil War (e.g., the purpose and effect of the Emancipation Proclamation, the significance of the Gettysburg Address)	BD (AL5.44;AL10.30;AL10.31;AZIV.E22.5; CA8.10.4;V5.7;V11.6)
• Understands the impact of the Civil War on different groups (e.g., the impact of the war on combatants, civilians, the physical environment, and the home front; experiences of soldiers on both sides of the war including African American soldiers and regiments)	BD (AL5.44;AZIV.E22.4;CA8.10.5;CA8.10.7;V5.7)

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• Understands different Reconstruction plans and how they influenced the South (e.g., plans advocated by President Lincoln, Congressional leaders, and President Johnson; features of Radical Reconstruction, including Southern Military Districts, carpetbaggers, scalawags, and organized resistance groups; the effect of Reconstruction on the social structure of different regions; why various Reconstruction plans succeeded and failed; changes in different regions during Reconstruction; the significance of Lincoln's assassination and the election of Ulysses S. Grant during this period; the Compromise of 1877 and the end of Reconstruction)	BD (AL5.45;AL10.32;AZIV.E23.1; CA8.11.1;CA11.1.4;KIV.2-4; KIV.2-6;KV.3-2;V5.7;V11.6)
• Understands the basic provisions and impact of the 13th, 14th , and 15th amendments to the Constitution (e.g., how these amendments attempted to protect and enhance opportunities for freedmen; how they contributed to changes in political and economic positions for African Americans in the North and South; connections between these amendments and Reconstruction)	BD (AL10.32;AZIV.E23.3;AZV.P17.1;CA8.11.5; KIV.2-7;KV.3-2;V5.7)
• Understands immediate and long-term influences of Reconstruction on the lives of African Americans (e.g., rights for ex-slaves; rising anti-African American sentiments; push-pull factors that influenced the movement of former slaves to Northern cities and to the West; effects of Freedman's Bureau and restrictions placed on the rights and opportunities of freemen)	BD (AL5.45;CA8.11.3;KIV.2-7)

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8. Understands significant changes in the industrialization and urbanization of America from the late 19th to the early 20th centuries	
Grades 5–12	
• Understands the impact of new inventions and technologies of the late 19th century (e.g., new inventions and industrial production methods of the Industrial Revolution; new technologies in transportation and communication, including the Pony Express, the telegraph, the telephone, and Trans-Atlantic cable; significant inventors such as Thomas Edison, Alexander Graham Bell, and Orville and Wilbur Wright and how their inventions improved the quality of life)	BD (AL5.54 CA8.12.9;V11.8)
• Understands influences on business and industry in the late 19th and early 20th century (e.g., how states and federal government encouraged business expansion; entrepreneurs, industrialists, and bankers in politics, commerce, and industry, including Andrew Carnegie, J.P. Morgan, and John D. Rockefeller; the role of ideologies of business including Social Darwinism and the Gospel of Wealth; influences of limited competition and business organizations; development and impact of monopolies, corporate mergers, trusts, and cartels; the concept of laissez-faire economics; the concept of the "American Dream" from different perspectives)	BD (AL6.10;AL10.33;AZV.P11.3;CA8.12.3; CA8.12.4;CA11.2.5;CA11.2.7;KIV.2-8; KIV.2-9;KIV.2-10;V11.8)

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• Understands the impact of industrialization on the United States economy (e.g., expansion of international markets associated with industrialization; transition from an agrarian society to industrial nation; the economic development of the United States and its emergence as an industrial power including gains in trade and advantages in physical geography)	BD (AL10.36;CA11.2.6;V11.8)
• Understands influences on the development of the American West (e.g., the struggle over water rights; interaction among Native Americans, ranchers, miners, and explorers; availability of cheap land and transportation in the West; the role of railroads in the loss of Native American lands and buffalo annihilation; monopolies and trade with the East; the development of resources through mining, ranching, and agriculture and resulting population and economic patterns; reasons people settled in the West; the economic, geographic, political, social, and cultural impetus for movement to the western frontier; the role of the natural environment during the exploration and settlement of the American West; the "end of the frontier" and how this describes American life in the early 20th century)	BD (AL5.47;AL5.48;AL5.49;AL5.50; AL5.51;AL6.5;AZV.P12.1; AZV.P12.2;CA8.8.4; V6.1)
• Understands the causes and impact of urbanization in the late 19th century (e.g., the movement from farm to city; the role of industry and trade in the growth of cities along racial, ethnic, and class lines; the role of urban political machines; the rise in immigrant and child labor and labor conflict; the development of urban-ethnic neighborhoods, education, and social reform; the impact of urbanization, renewed immigration, and industrialization on the social fabric of cities, wealth and economic opportunity, and the conservation movement)	BD (AL10.34;CA8.12.5;CA11.2.2;CA11.2.4; KV.3-3;V11.8)

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• Understands the experiences of African Americans in the North and South in the late 19th century (e.g., the rise of the Ku Klux Klan and development of Jim Crow laws after Reconstruction; the impact of Jim Crow laws on rights and freedom; changes in political and economic positions of African Americans in the North and South including the impact of Black Codes and sharecropping; the survival of African American cultural structures in the "New South")	BD (AL10.32;AZIV.E23.4;AZV.P17.2; C8.11.3;KIV.2-7)
• Understands the challenges and contributions of immigrants of the late 19th century (e.g., new sources of large-scale immigration; ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; the new wave of nativism; ethnic conflicts and discrimination associated with immigration; restrictions on immigration; patterns of migration and immigration after 1870; ways in which different immigrant groups contributed to American culture; the building of cities and the new economy)	BD (A10.34;CA8.12.7;KIV.2-11;KV.3-4;V11.7)

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9. **Understands federal Indian policy and foreign policy from the Civil War to World War I**	
Grades 5–12	
• Understands significant events for Native American tribes in the late 19th century and how they responded (e.g., changes in federal policy toward Native Americans; impact of the reservation system and land displacement; impact of new states, the Dawes Severalty Act, buffalo annihilation, and conflicts with the U.S. Army; attitudes and actions of government officials, the Army, missionaries, settlers, and the general public toward Native Americans; Native American responses to increased white settlement, mining activities, and railroad construction)	BD (AL5.52;AL10.35;AZV.P12.3;CA8.12.2; KIV.2-14;V6.1)
• Understands causes and consequences of the Spanish-American War (e.g., causes including yellow journalism and the desire for global influence; the roles of significant individuals including Theodore Roosevelt and Jack Pershing; the role of the Rough Riders, Admiral Dewey, the 9th and 10th cavalries, and the Battle of Manila Bay; consequences including territorial acquisition and the emergence of the United States as a major world power)	BD (AL5.53;AL11.4;AZV.P13.3;CA11.4.2; KIV.2-18;V6.3)
• Understands factors that influenced U.S. expansionism in the late 19th century (e.g., the debate between pro- and anti-imperialists over the Philippines; U.S. involvement in the Philippines, Guam, Cuba, and the Panama Canal; arguments to justify expansion and opposition to expansion; rationale for American imperialism and the resulting territorial expansion, including Social Darwinism, expanding capitalism, and global balances of power)	BD (AL6.13;AL9.13;AL11.4;AZV.P13.2; KIV.2-16;KIV.2-17;KV.3-8)

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• Understands various U.S. foreign policies in the early part of the 20th century (e.g., U.S. role in Panama Revolution and construction of the Panama Canal; the purpose and effects of the Open Door Policy; the impact of Roosevelt's Big Stick Diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy; changes in foreign policy from isolationism to intervention; the declining role of Great Britain and expanding role of the United States in world affairs)	BD (AZV.P13.1;AZV.P13.4;CA11.4.1;CA11.4.3; CA11.4.4;KV.4-2;V6.3;V11.9)
10. Understands political and social movements of the late 19th and early 20th centuries	
Grades 5–12	
• Understands elements of the Populist Movement (e.g., characteristics and impact of Populism; the role of farmers, early mechanization, the American agrarian rebellion, farmers's grievances, and the Populist Movement in the transition from an agrarian to an industrial nation; the effect of political programs and activities of the Populists)	BD (AL10.36;AZV.P11.6;CA8.12.8;CA11.2.8)
• Understands labor and workforce issues of the late 19th century (e.g., impact of immigration on labor supply and the movement to organize workers; effects of industrialization on living and working conditions; child labor; efforts of workers to improve working conditions through labor unions and strikes; how businesses used strikebreakers)	BD (AL10.34;AZV.P11.5;CA11.2.1;KV.3-7;V11.8)

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• Understands origins and accomplishments of the Progressive movement (e.g., the role of muckraking literature in exposing problems of urban industrial society; the impact of progressive reforms, including national income tax, direct election of Senators, women's suffrage, and prohibition; the effect of political programs and activities of Progressives such as federal regulation of railroad transport, Children's Bureau, and the 16th Amendment; how Progressive ideas spread; the impact of the 16th, 17th, 18th, and 19th amendments to the Constitution; presidential leadership of Roosevelt, Taft, and Wilson in terms of antitrust laws, labor reforms, income tax, conservation movement, and the Federal Reserve System)	BD (AL6.6;AL6.12;AL11.1;AL11.2;AL11.3; AZV.P11.6;AZV.P11.7;AZV.P11.8; CA11.2.9;CA11.5.3;KV.4-1;V6.2)
• Understands efforts to achieve women's suffrage in the early 20th century (e.g., accomplishments of the women's rights movement from Elizabeth Cady Stanton and Susan B. Anthony to the present; passage of the 19th amendment and the changing role of women in society; the impact of the Progressive movement on women's suffrage; how the women's suffrage movement influenced American society)	BD (AL11.1;CA11.5.4;CA11.10.7;V6.2)

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11. **Understands significant social and political changes in the United States from World War I through the Great Depression**	
Grades 5–12	
• Understands U.S. involvement in World War I (e.g., causes of World War I and reasons for U.S. entrance into the conflict; the U.S. military role in the war, the significance of the sinking of the Lusitania, the success of the League of Nations, the terms of the Treaty of Versailles, how U.S. involvement influenced the outcome of the war)	BD (AL6.7;AL6.8;AL11.5;AZV.P13.5; KV.4-3; V6.3)
• Understands how the home front influenced and was influenced by U.S. involvement in World War I (e.g., political, economic, and social ramifications of World War I on the home front; the role of World War I in the Red Scare; home front mobilization for war; problems of agriculture, and changing labor force resulting from the war)	BD (A6.8;AL11.5;AZV.P13.6;CA11.4.5;KV.4-4)
• Understands the impact of scientific and technological innovations of the 1920s (e.g., the rise of mass production techniques and the impact of the automobile and appliances on prosperity and the standard of living for Americans; the influence of the light bulb, assembly lines, rapid transit, aviation, and the telephone on society; the role of individuals associated with science and technology, including the Wright Brothers, Albert Einstein, and Charles Lindbergh)	BD (AL6.10;AL6.11;AL6.18;AL11.7;AZV.P14.2; CA11.5.6;CA11.5.7;V6.4)

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• Understands the impact of new cultural movements on American society in the 1920s (e.g., the Harlem Renaissance; how music, art, and literature reflected social change during the Jazz Age; the rise of mass entertainment and its effect on society; the growth and effect of radio and movies and their role in the diffusion of popular culture; new trends in literature, music, and art)	BD (AL6.18;AL11.7;AZV.P14.1;CA11.5.5; CA11.5.6; KV.4-8;KV.4-9;V6.4)
• Understands aspects of Prohibition (e.g., passage of the Volstead Act; the purpose of speakeasies and bootlegging; passage of 18th amendment to the Constitution)	BD (AL6.18;AZV.P14.1;C11.5.3;V6.4)
• Understands characteristics of social conflict and social change that took place in the early 1920s (e.g., racial tension and labor strife of the 1920s; the resurgence of the Ku Klux Klan; international and domestic events that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back to Africa" movement, the Ku Klux Klan, and immigration quotas; the responses of organizations such as American Civil Liberties Union [ACLU], the National Association for the Advancement of Colored People [NAACP], and the Anti-Defamation League to attacks on civil liberties; social liberation and conservative reaction including Prohibition and the Scopes Trial; racial and ethnic conflict including the Red Scare and the Sacco/Vanzetti Trial; the impact of immigration laws of the 1920s; changes in women's roles including the emergence of flappers)	BD (AL6.16;AL6.22;AL11.7;AL11.8;AZV.P14.1; CA8.11.4;CA11.5.2;KV.4-6;KV.4-7;V6.4)

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• Understands economic factors that contributed to the Stock Market Crash of 1929 and the Great Depression (e.g., economic policies of Harding and Coolidge, unemployment, failed banks, collapse of farm economy, unequal distribution of income, policies of Federal Reserve Bank; limited government regulation of business, stock market speculation; monetary issues of the late 19th and early 20th centuries that contributed to the establishment of the Federal Reserve and weaknesses in key sectors of the economy in the1920s)	BD (AL6.19;AL11.9;AZV.P14.3;CA11.5.1; CA11.6.1;V6.5;V11.10)
• Understands the economic, environmental, and social impact of the Great Depression on American society (e.g., food lines, the Dust Bowl, and the western migration of farmers; how art, literature, and music were influenced by the Depression; extent and depth of business failures, unemployment, and poverty during the Depression; the human toll of the Depression, natural disasters, unwise agricultural practices, and their impacts on the depopulation of rural regions; political movements of the left and right)	BD (AL6.20;AL11.10;AZV.P14.4;CA11.6.3; KV.5-1;V6.5;V11.10)
• Understands the impact of the New Deal on various elements of American society (e.g., New Deal recovery programs such as Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority; how the New Deal affected American workers and organized labor; the costs, benefits, and controversies associated with New Deal programs; the expanded role of government in the economy since the 1930s)	BD (AL6.23;AL11.10;AZV.P14.5;CA11.6.4; KV.5-2;KV.5-3;V6.5;V11.10)

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12. Understands the causes and course of World War II and its legacy	
Grades 5–12	
• Understands circumstances prior to U.S. involvement in World War II (e.g., rise and aggression of totalitarian regimes in Italy, Germany, and Japan; American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941; appeasement, isolationism, and war debates in Europe and the U.S. prior to the war; the bombing of Pearl Harbor and events that brought the U.S. into the war)	BD (AL6.24;AL11.11;AZV.P15.1;CA11.7.1; KV.5-4;V6.6;V11.9;V11.11)
• Understands significant aspects of World War II (e.g., failure of the policy of appeasement; major battles at Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge; turning points of the war and reason for Allied victory; key political leaders of the Allies and Axis powers, including Franklin D. Roosevelt, Winston Churchill, Adolf Hitler, and Joseph Stalin; characteristics of the European, African, and Pacific theaters of battle; the human cost of the war; the decision to drop the atomic bombs and the consequences of this decision)	BD (AL6.25;AL6.26;CA11.7.2;CA11.7.3;CA11.7.7; KV.5-7;KV.5-8;V6.6;V11.11)
• Understands the dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes	BD (AL6.25;AL11.11;KV.5-6;V6.6;V11.11)

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• Understands the impact of World War II on the home front (e.g., impact of mobilization for war, including the location of industry, the use of resources, war bond drives, and women and minorities in the workforce; major developments in aviation, weaponry, and medicine; constitutional issues and impact of internment of Japanese Americans and restrictions on German and Italian resident aliens; the roles and growing political demands of African Americans)	BD (AL11.11;AZV.P15.2;CA11.7.5;CA11.7.6; CA11.10.1;KV.5-4;KV.5-5;V11.11)
• Understands scientific and technological developments in America after World War II (e.g., the technology revolution and its impact on communication, transportation, and new industry; the significance of Sputnik and the Space Race; the impact of advances in medicine, changes in communication, and improvements in agricultural technology since 1945)	BD (AL6.27;AL6.30;AL6.37;AL11.12;AZV.P16.4; CA11.8.7;V6.7)
• Understands how the American economy changed in the post-World War II period (e.g., changes in consumerism, the job market, and industry; the impact of the G.I. Bill; reasons for post-war prosperity; the growth of service sector, white collar, and professional sector jobs)	BD (AL6.28;AZV.P15.4;CA11.8.1)
• Understands social, cultural, and economic changes at the onset of the Cold War era (e.g., population shifts including suburbanization and movement to the Sunbelt; the consumer culture, the role of television and entertainment; the decay of the inner cities; change and conflict in society including the "Beat" generation; new federal government spending on defense, welfare, national debt, and education)	BD (AL6.28;AL6.29;AL11.12;AL11.15; KV.6-3;V6.7)

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13. Understands American foreign policy from the inception of the Cold War and its impact on domestic politics	
Grades 5–12	
• Understands the origins and foreign policy of the Cold War (e.g., origins of Cold War and advent of nuclear politics including nuclear weapons and the arms race; elements of communist containment policy; the impact of the Truman Doctrine and Marshall Plan in the post-World War II period; the expanding role and superpower status of the U.S. in world affairs after World War II; military conflicts in Korea, Vietnam, and the Middle East; Cold War foreign policy decisions, including the Berlin Blockade, the Bay of Pigs, and Cuban Missile Crisis; the development of alliances including NATO; the concept of the Iron Curtain and the Domino Theory; how the policies of the Cold War changed over time)	BD (AL6.30;AL11.13;AL11.14;AZV.P16.1; AZV.P16.3;CA10.9.3;CA11.7.8;CA11.9.3; KV.6-4;KV.6-6;V6.8)
• Understands the political and social impact of the Vietnam War (e.g., military aspects including the Tet Offensive and the Gulf of Tonkin Resolution; social and cultural implications for American society including protests and Kent State; U.S. involvement in the war from a variety of perspectives; the Vietnam policies of presidents Truman, Kennedy, and Johnson)	BD (AL6.33;AL11.16;AL11.17;AZV.P16.1; CA11.9.3;CA11.9.4;KV.6-8)
• Understands major foreign policy events of the administrations from Nixon to Carter (e.g., Nixon's foreign policies concerning Vietnam, China, and the Soviet Union; foreign policy events of Ford and Carter including relations with the Middle East and the Iranian hostage crisis; relations between U.S. and Mexico)	BD (AL6.35;AL11.19;AL11.20;CA11.9.7; KV.6-10;V11.12)

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• Understands the major foreign policy events from the Reagan to the Clinton administrations (e.g., foreign policy events of the Reagan administration, including the Iranian hostage crisis, the reheating of the Cold War, events in Libya, the Strategic Defense initiative, and the Iran-Contra Scandal; the role of the Reagan administration and other factors in ending the Cold War; significant foreign policy events of the Bush and Clinton administrations, including Gorbachev and Soviet liberalization, the Berlin Wall and Germany's reunification, the decline of communism, the break-up of USSR and the end of the Cold War, the Gulf War, and Middle East policy and its strategic and economic interests including Gulf War; new challenges to America's leadership role in the world)	BD (AL11.21;AL11.22;CA11.9.5;CA11.9.6; CA11.9.7;V11.12)
14. Understands social issues and domestic policies in the post-World War II period	
Grades 5–12	
• Understands the domestic policies of post-World War II presidential administrations through the 1950s (e.g., Truman's labor policy and congressional reaction to it; the elements of Truman's Fair Deal; Truman's decision to end segregation in the armed forces; the expansion of social security, and the Federal Highway Act of 1956 under the Eisenhower administration)	BD (AL6.31;AL11.14;CA11.8.3;CA11.11.2;V6.7)
• Understands the role of McCarthyism in the early Cold War period (e.g., the fear of communist influence in the U.S.; the era of McCarthyism and instances of domestic Communism and blacklisting; the role of the House Un-American Committee)	BD (AL11.13;AZV.P16.2;CA11.9.3;V6.8)

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• Understands the domestic policies of the Kennedy and Johnson administrations (e.g., New Frontier programs under Kennedy, including the Peace Corps, the Space program, and civil rights; legislation during the Johnson administration including the Civil Rights Act of 1964 and the Voting Rights Act of 1965; Great Society programs, including Medicare and Medicaid, Office of Economic Opportunity, Job Corps, housing and urban renewal, Head Start, and Education aid; the persistence of poverty and the Great Society's attempt to alleviate it; the legacy of the New Frontier and Great Society programs)	BD (AL6.31;AL11.16;AL11.17;AZV.P18.3; CA11.11.2;KV.6-1)
• Understands how the administrations from Nixon to Carter dealt with major domestic issues (e.g., significant domestic policy speeches from Nixon through Carter concerning education, civil rights, economic policy, and environmental policies; domestic issues of the Nixon administration, including inflation, civil rights such as Affirmative Action, and environmental developments such as the Clean Air Act, the Environmental Protection Agency, the Occupational Safety and Health Administration, and the Endangered Species Act; economic issues of the Ford and Carter administrations, including taxpayer's revolt, inflation, the energy crisis, unemployment, and unfavorable balance of trade)	BD (AL11.19;AL11.20;CA11.11.2;KV.6-10)

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• Understands how the administrations from Reagan to Clinton dealt with major domestic issues (e.g., significant domestic policy speeches from Reagan to Clinton regarding education, civil rights, economic policy, and environmental policy; domestic issues of the Reagan administration including the budget and "Reaganomics"; significant domestic issues during the Bush and Clinton presidencies, including the federal deficit, national debt, savings and loan failures, recession, bankruptcies, downsizing, welfare reform, Medicaid, and Medicare; domestic policy issues in contemporary American society, including conservative v. liberal strategies, current patterns of Supreme Court decisions, and positions of political parties and interest groups on major issues)	BD (AL11.21;AL11.22;CA11.11.2;KV.6-10;V11.14)
• Understands the events and legacy of the Watergate break-in (e.g., the constitutional issues raised by the affair and the effects of Watergate on public perceptions and attitudes about the presidency)	BD (AL6.34;AL11.19;AZV.P18.4;CA11.11.4)

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15. Understands economic, social, and cultural developments in the contemporary United States	
Grades 5–12	
• Understands events and influential individuals of the civil rights movement (e.g., the role of civil rights advocates, including Martin Luther King Jr., Malcolm X, Rosa Parks, and Cesar Chavez; the significance of Martin Luther King Jr.'s "Letter from a Birmingham Jail" and "I Have a Dream Speech;" events such as segregation, desegregation, the Bus Boycott, Selma March, the Freedom Riders, and Central High School in Little Rock; the role of African American political groups, including the National Association for the Advancement of Colored Persons [NAACP], Congress of Racial Equality [CORE], the Southern Christian Leadership Conference [SCLC], and Student Nonviolent Coordinating Committee [SNCC]; the assassination of Martin Luther King Jr. and the Watts Riots)	BD (AL6.32;AL11.17;AZV.P17.4;CA11.10.4; V6.7;V11.13)
• Understands significant legislation and court cases associated with the civil rights movement (e.g., the significance of the *Brown* v. *Board of Education* decision; legislation, including the Civil Rights Act of 1957, the Civil Rights Act of 1964, and the Voting Rights Act of 1965; the 24th Amendment)	BD (AL11.15;AL11.17;AZV.P17.3;AZV.P17.5; CA11.10.6;KV.6-10;V11.13)

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• Understands the impact of innovations in technology and communication on American society (e.g., the economic impact of robotics, computers, the rapid rail system, and satellite communication; social and cultural impacts of microwaves, television, the Internet, video games, cellular phones, and compact disks; political impacts of C-SPAN, sound bites, and radio advertising; the influence of developments in technology, global communication, and transportation in the post-modern era, including computers, satellites, the interstate highway system, space exploration, media, and air travel; how changing technology, such as air conditioning, automobiles, and dams, has affected American society, popular culture, and the environment)	BD (AL6.40;AL11.24;AZV.P18.1;KV.6-11; KV.6-14)
• Understands how recent immigration and migration patterns have influenced social and political issues (e.g., how federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentration in the cities, international migration, and movement to the Sunbelt; the impact of immigration in the 20th century on religious diversity, language, labor, health care, and the welfare system; reasons for changing immigration policy and passing the Immigration Act of 1965; the significance of Mexico-U.S. border issues)	BD (AL6.41;AL11.24;AZV.P18.2;CA11.8.2; CA11.11.1;CA11.11.7;KV.6-3;V6.7)

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• Understands the impact of changes in the national economy on contemporary American society (e.g., the role of the consumer economy and increasing global markets; the interdependence of the American economy with other countries, including free trade, OPEC, and transportation; how changes in the national and global economy have affected the workplace; the impact of technological developments, global communication, and the information revolution on the economy; the shift from industrial to service to information economies)	BD (AL6.38;AL11.24;AZV.P18.1;KV.6-2; KV.6-11;KV.6-14;V6.7)
• Understands major contemporary social issues and the groups involved (e.g., the current debate over affirmative action and to what degree affirmative action policies have reached their goals; the role of feminist movements; the persistence of poverty and other social issues including welfare reform and health insurance reform; increases in violent crime and illegal drugs; the response of federal, state, and local governments toward increases in out-of-wedlock births and drug abuse; changing roles of women in society as reflected in the workplace and changing family structure; impact of controversies associated with environmental conservation, the expansion of National Park system, and the development of environmental protection laws; the interaction between environmental protection agencies and property rights advocates)	BD (AL6.42;CA11.10.7;CA11.11.5;CA11.11.6; CA11.11.7;KV.6-13;V6.7;V11.13)

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Table 6. Summary of State Benchmarks on World History

• **Understands the development of civilization in Mesopotamia, Egypt, the Indus Valley, and the Mediterranean to 1000 BCE**	
Grades 5–12	
• Understands the development of alphabets and writing systems in Mesopotamia, Egypt, and the Indus Valley	BD (AZIV.E9.5;CA6.2.9;KIII.1-4;V8.2)
• Understands environmental, social, political, and cultural factors that shaped the development of Mesopotamia, Egypt, and the Indus Valley (e.g., religious traditions and how they shaped culture; urban development, social hierarchy, religion, and government; the significance of Hammurabi's Code; the importance of river systems and physical settings in the development of early civilizations; cultural and scientific contributions including calendars and architecture; the role of social class and gender in Ancient civilizations)	BD (AL8.2;AZIV.E9.1;AZIV.E9.2;AZIV.E9.3; AZIV.E9.4;CA6.2.1;CA6.2.3;KIII.1-66;V8.2)
• Understands the role of economics in the development of Mesopotamia, Egypt, and the Indus Valley (e.g., role of Egyptian trade in the eastern Mediterranean and the Nile Valley; characteristics of economic systems and patterns in Mesopotamia, Egypt, and the Indus Valley; the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power)	BD (BE,142;R;WE,54) (AL8.2;CA6.2.2; CA6.2.6;KV.1-2;V8.2)

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• Understands the concept of "civilization" (e.g., the minimum components essential for the development of civilization including technology, division of labor, government, calendar, and writing systems; the definition of civilization as a society with advanced levels of economic, political, religious, and artistic accomplishments)	BD (AL8.1;KIII.1-3;KV.1-1;V3.1)
2. Understands cultural developments in the Mediterranean and southwest Asia from 1000 to 200 BCE	
Grades 5–12	
• Understands elements of Judaism and events that led to the spread of Judaism (e.g., significant individuals, sacred writings, central beliefs, and ethical teachings of Judaism; origins and significance of Judaism as the first monotheistic religion; how Judaism survived and developed despite continuing dispersion of the Jewish population; how Judaism compares to other world religions; the spread of Judaism)	BD (AL8.3;AZIV.E11.1-3;CA6.3.1;CA6.3.2; CA6.3.3; CA6.3.5;CA6.7.5;KIII.1-5; KV.1-2;V8.10;V9.6)
• Understands the development of Greek civilization (e.g., the influence of geography of the Mediterranean on the development of Greek city-states and the expansion of Greek society; the impact of Greek commerce and colonies on the Mediterranean region)	BD (AZIV.E12.1;CA6.4.1;V8.3)
• Understands the characteristics of Persian political organization and expansion (e.g., the development of social, political, and economic patterns in Persia; the significance of the Persian Wars)	BD (CA6.4.5;CA6.4.6;KIII.2-2;V8.2)

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• Understands the social and political framework of Athenian society (e.g., social structure, significance of citizenship, and development of democracy in city-state of Athens; life in Athens during the Golden Age of Pericles; strengths and weaknesses of Greek democracy; key differences between Athenian or direct democracy and representative democracy; lack of minority protection in Athenian direct democracy)	BD (CA6.4.3;CA6.4.6;KIII.2-3;KV.2-2;V8.3)
• Understands the legacy of Greek thought and government (e.g., the significance of the idea of citizenship in Ancient Greece; the development of western political ideas of the rule of law and illegitimacy of tyranny; the impact of Greek theories on the practice of government including Plato's *Republic* and Aristotle's six forms of government; the role of demagogues)	BD (AL8.4;AZIV.E12.2;CA6.4.2;CA10.1.2;KV.2-2)
• Understands artistic, literary, scientific, and cultural achievements of Greek society (e.g., Greek mythology, drama, and comedy; scientific and cultural advancements in transportation, art, architecture, literature, and theater; contributions of Greek philosophers, playwrights, poets, and mathematicians; significant individuals such as Homer, Socrates, Plato, Aristotle, Herodotus, Thucydides)	BD (AL8.4;AZIV.E12.3;AZIV.E12.4;CA6.4.4; CA6.4.8;KIII.2-1;KIII.2-4;KV.2-1;V8.3)
• Understands Alexander the Great's achievements as a military and political leader (e.g., his rise to power and his contributions; the spread of Greek culture eastward by Alexander; the conquest of Greece by Macedonia)	BD (AZIV.E12.4;CA6.4.7;V8.3)

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3. Understands the rise of religious and large-scale empires in the Mediterranean basin, China, and India from 500 BCE to 300 CE	
Grades 5–12	
• Understands the political structure of Roman society (e.g., the rise of the Roman Republic; structure and democratic features of its government; significance of citizenship; roles of the Senate, consuls, tribunes, written laws and constitution, tripartite government, checks and balances, and dictators; the roles of significant individuals, including Cincinnatus, Hannibal and Scipio, Julius Caesar; events in the transition from Republic to Empire)	BD (AL8.7;AZIV.E12.2;CA6.7.1;CA6.7.2; KIII.2-5;KIII.2-6;V8.4)
• Understands the causes and impact of the Roman Empire's expansion (e.g., Roman military domination of the Mediterranean Basin and Western Europe; key factors in expansion including governmental organization and relations with conquered peoples; the impact of military conquest on the structure of Roman society; the impact of the Pax Romana)	BD (AL8.6;CA6.7.3;V8.4)
• Understands events in the rise of Christianity (e.g., the history of early Christianity including the teachings of Jesus of Nazareth; the contribution of Paul the Apostle in the spread of Christian beliefs; traditions, customs, and beliefs of Christianity; the transition of Christianity from persecuted to official religion of the Roman Empire; the organization of the early church)	BD (AL8.3;AZIV.E11.1-3;CA6.7.6;KV.2-4;V9.6)

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• Understands the spread of Christianity and how it related to other belief systems (e.g., the preservation and transmission of Christianity in Europe and the Roman Empire; important aspects in the diffusion of Christianity, including its relationship to Judaism, the missionary impulse, and the organization of the church and its doctrine; the significance of the Church in the late Roman Empire; how the origins, customs, writings, and beliefs of Christianity compare to those of Judaism, Hinduism, Confucianism and Taoism, Islam, and Buddhism)	BD (AL8.3;AL8.9;CA6.7.7;CA7.1.1;KIII.2-9; KV.2-5;V8.4;V8.5;V8.10)
• Understands the origins of Confucianism and Taoism and the ideas associated with them (e.g., the life of Confucius; political and cultural problems prevalent during the time of Confucius and how he sought to solve them; the fundamental teachings of Taoism and Confucianism and how they compare to other major philosophies and religions)	BD (AL8.3;CA6.6.3;CA6.6.4;CA6.6.5; KIII.2-12;KIII.2-13;V8.8)
• Understands the commercial and cultural significance of the trans-Eurasian "silk roads" to the Roman and Chinese Empires and the peoples of Central Asia	BD (AL8.12;CA6.6.7;KV.1-3)
• Understands the origins of Buddhism and fundamental Buddhist beliefs (e.g., the life and teachings of Buddha; origins, beliefs, and writings associated with Buddhism; major leaders and events in Buddhism; how Buddhism spread in India, Ceylon, and Central Asia; how Buddhism compares to other religious systems)	BD (AL8.31;AZIV.E11.1-3;CA6.5.5;KIII.2-9;V9.6)
• Understands the significant achievements of Roman society (e.g., Roman contributions in the arts, sciences, language, religion, technology, architecture, and engineering; the role of Roman law in the development of western political ideas and rule of law)	BD (AL8.8;AZIV.E12.3;AZIV.E12.4;CA6.7.1; CA6.7.8;CA7.1.1;KIII.2-8;KV.2-3;V8.4;V8.6)

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4. Understands the Imperial crises and their aftermath in various regions from 300 to 700 CE	
Grades 5–12	
• Understands how the spread of different religions influenced political and social conditions in various regions (e.g., geographic distribution of Christianity, Judaism, Islam, Hinduism, and Buddhism to 1000 AD; how the beliefs of Christianity, Judaism, Islam, Hinduism, Buddhism, Confucianism, and Taoism have influenced the development of different societies)	BD (CA6.6.8;KV.2-5;V8.5;V9.6;V8.10)
• Understands the origins and elements of Hinduism (e.g., major leaders and events in Hinduism; traditions, customs, and beliefs of Hinduism; how Hinduism compares to other religious systems)	BD (AL8.3;AZIV.E11.1-3;KIII.2-9; KV.2-5;V8.8;V9.6)
• Understands the social structure and cultural achievements of Indian civilization (e.g., the structure and impact of the caste system; contributions of early Indian civilization to religion, the arts, philosophy, literature [Sanskrit], medicine, metallurgy, and mathematics [Hindu-Arabic numerals and the zero])	BD (AL8.11;CA6.5.4;CA6.5.7;KV.1-3;V8.8)
• Understands political, social, and cultural events that contributed to the decline of the Roman Empire (e.g., the impact of class divisions, alienation, depopulation, Christianity, provincial disorder, tribal migration and attacks, and loss of trade; geographic borders and threats to the cohesion of the Empire)	BD (AL8.10;CA7.1.1;CA7.1.2;KIII.2-7;V8.4)

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• Understands the rise and expansion of the Byzantine Empire (e.g., the location and culture of the Byzantine Empire; the institutions of Byzantium and contributions to art, religion, and architecture; the importance of the Byzantine Empire in the continuing legacy of Rome and establishment of the Eastern Orthodox Church)	BD (AL8.13;AZIV.E13.1;CA7.1.3; KV.3-1;V8.6;V9.1)
5. Understands the development of Islamic, European, Japanese, and Meso- and South American societies from 300 to 1000 CE	
Grades 5–12	
• Understands the development and spread of Islam (e.g., the origins of Islam; major events and leaders of Islam including the significance of Mohammed; sacred writings of Islam; developments and beliefs of Islam, including the Koran, the Five Pillars, and Sunnah; the characteristics of the Sunni and Shi'ite Moslems; the role of women in Islamic society; Islamic contributions to art, literature, science, mathematics, and medicine; factors that influenced the spread of Islam; the spread and acceptance of Islam, the Arabic language, and other aspects of Islamic culture)	BD (AL8.14;AZIV.E11.1-3;CA7.2.2;CA7.2.3; CA7.2.4;KIII.3-4;KV.3-2;V8.5;V8.10;V9.1)
• Understands the influence of the church in Medieval Europe (e.g., the role of the Roman Catholic Church and its monasteries after the fall of the western half of the Roman Empire; the spread of Christianity north of the Alps; characteristics of the papacy and monasticism of the early medieval church)	BD (AL8.15;AZIV.E13.3;CA7.6.2;CA7.9.6)
• Understands the significance of Charlemagne in the development of Europe	BD (AL8.15;AZIV.E13.6;V8.7)

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• Understands the significant features of Mayan civilization (e.g., locations, land forms, and climate of Mayan civilization and the effect on Mayan economies and trade; the structure of Mayan government; the development of agriculture; cultural and scientific contributions of Mayan society, including astronomy, math, architecture, calendars, sundials, bridges)	BD (AL8.21;AZIV.E10.1;AZIV.E10.2;AZIV.E10.4; AZIV.E10.5;CA7.7.1;KIII.4-4;V8.8)
6. Understands significant events and changes in world society from 1000 to 1500 CE	
Grades 5–12	
• Understands different elements of Japanese feudal society (e.g., values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, samurai, ritual suicide, and the warrior code; the rise of military society and the role of the samurai in Japanese society)	BD (AL8.16;CA7.5.3;CA7.5.6;KIII.3-3)
• Understands the role of feudalism and manorialism in European society (e.g., the development of feudalism and the way it was influenced by physical geography; how feudal relationships provided the foundation of political order; the structure of feudal society and its effects on the medieval European economy; the role of the manor and the growth of towns in feudal society)	BD (AL8.15;AZIV.E13.2;CA7.6.3;KIII.3-1; KV.3-5;V8.7;V9.1)
• Understands the causes and effects of the religious Crusades (e.g., how the Crusades influenced western Europe in the High Middle Ages and early Renaissance; the influence of the Crusades on Christian, Muslim, and Jewish populations in Europe; how the Crusades contributed to increasing contact between Europeans and cultures of the Eastern Mediterranean world and helped introduce Muslim ideas to Europe)	BD (AL8.19;AL8.22;AL8.23;AZIV.E13.4;CA7.6.6; KIII.3-2;KV.3-4;V9.2)

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• Understands the development of English government and its legal and political system (e.g., the principles of the Magna Carta and its role in the beginnings of limited government; the origins of representative government in England including the Model Parliament of 1295; the importance of medieval English legal and constitutional practices on the rise of modern democratic thought and representative institutions; the development of parliament, habeas corpus, and an independent judiciary in England)	BD (AL8.19;AZIV.E13.2;CA7.6.5;CA7.11.6; CA10.2.2;KIII.3-1;KV.3-7)
• Understands influences on the development of Sub-Saharan empires (e.g., location, culture, and accomplishments of the Sub-Saharan empires of Ghana, Mali, and Songhay; the impact of Islam, Christianity, and indigenous religions; economic systems of Ghana, Mali, and Songhay; the relationship between geography and trade in gold, salt, food, and slaves in the development of Ghana and Mali empires)	BD (AL8.20;CA7.4.1;KIII.3-5;V9.1)
• Understands immediate and long-term consequences of the plague on European society (e.g., the spread and impact of bubonic plague from Central Asia to China, the Middle East, and Europe; the role of the plague in the end of feudalism; the impact of the plague on the global population)	BD (AL8.22;AZIV.E13.5;CA7.6.7;V9.2)
• Understands political, social, and cultural features of Aztec society (e.g., traditions, customs, and beliefs of the Aztec; contributions to astronomy, math, architecture, art, and oral traditions; development of writing systems and calendars; forms of government in Aztec society; impact of location, land forms, and climate of Mexico, Central America, and South America on the development of Aztec economies, trade, and development of urban societies)	BD (AL8.21;AZIV.E10.2;AZIV.E10.3; AZIV.E10.5;CA7.7.1;KIII.4-4;V8.8)

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• Understands economic and social features of Incan society (e.g., the impact of geography on the Incan economy, trade, and the development of urban societies; advances in technology associated with Incan society, including calendars, bridges, and aqueducts; daily life of Incas prior to European contact)	BD (AL8.21;AL10.1;CA7.7.1;KIII.4-4)
7. Understands significant events and changes from the Age of Exploration to the Age of the Enlightenment (1450–1750 CE)	
Grades 5–12	
• Understands the impact of the exploratory and commercial expeditions in the 15th and 16th centuries (e.g., voyages, routes, and the influence of cartography and advances in navigation during the Age of Exploration; geographic, economic, political, and cultural aspects of European exploration and colonization of the Americas, Africa, and Asia; the rise of colonial empires, mercantilism, and capitalism; the growth of slavery; the influence of Christianity)	BD (AL8.22;AL9.2;AZIV.E15.1;CA7.3.5; CA7.11.1;KV.4-6;V9.5)
• Understands the impact of the exchange of flora, fauna, and pathogens on the Americas and the global population (e.g., the exchange of plants [tobacco, corn], animals [the horse], agricultural products, technology, and culture among Europe, Africa, and the Americas; the introduction of disease and resulting population decline in the Americas)	BD (AL9.2;AZIV.E15.3;AZIV.E15.4;CA7.11.2; KIII.4-6;KV.4-6;V9.5)

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• Understands events and significant contributions of the Renaissance (e.g., differences between the Italian and Northern Renaissance; the importance of Florence in the early stages of the Renaissance; Renaissance advances in literature, art, architecture, science, math, astronomy, knowledge of human anatomy, cartography, engineering, and printing technology [Johann Gutenberg]; the Renaissance as a transition from the Medieval to the modern age; major Renaissance artists and writers such as Michelangelo, Leonardo Da Vinci, William Shakespeare, and Machiavelli; the Renaissance emphasis on humanism)	BD (AL8.23; AL9.1;AL10.2;AZIV.E14.3; AZIV.E14.4;CA7.8.2;CA7.8.4;CA7.8.5; KIII.4-1;KIII.4-2;KV.4-1;V9.2;V9.3)
• Understands the significance of the English Civil War and the Revolution of 1688 (e.g., the impact of the Glorious Revolution on the development of parliamentary government and limited monarchy)	BD (AL9.5;AZV.P4.3;KV.4-5;V9.7)
• Understands contributions of the Scientific Revolution to European society (e.g., new scientific theories including Newton's natural laws and the Copernican view of the universe; the scientific method advanced by Bacon and Descartes; the ideological foundations and technological advances such as the telescope and microscope; the conflict between religion and scientific discoveries)	BD (AL9.6;AZV.P4.1;AZV.P4.2;CA7.10.1; CA7.10.2;CA7.10.3;CA7.11.4; KV.4-4;V9.7)

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• Understands origins and impact of the Reformation and Counter Reformation (e.g., causes of turmoil and weakening of the Catholic Church including tax policies and selling of indulgences; ideas of major figures of the Reformation, including Erasmus, Martin Luther, and John Calvin; how the Reformation redefined Christendom; European regions that remained Catholic and those that became Protestant and how the divisions affected the distribution of religion in the New World; characteristics of the Catholic or Counter-Reformation and how it revitalized the Catholic Church)	BD (AL9.3;AZIV.E14.5;CA7.9.1;CA7.9.2;CA7.9.4; CA7.9.5;KIII.4-3;KV.4-2;V9.4)
• Understands the short- and long-term impact of Enlightenment ideas (e.g., the impact of Enlightenment thought on democratic thought and institutions; significant ideas of the Enlightenment including neo-classicism and the political thought of Locke, Montesquieu, and Smith; philosophers such as Voltaire, Diderot, and Rousseau; the development of art, literature, and music such as that of Bach and Mozart)	BD (AL9.7;CA7.11.5;KV.5-1;V9.7)
• Understands the rise and impact of absolutism on different European nations (e.g., the establishment of the absolute monarchies of Louis XIV, Philip II, Henry IV, Frederick the Great, and Peter the Great)	BD (AL9.5;KV.4-3;V9.7)
• Understands the influence of European economic growth and expansion on other world regions (e.g., competition for resources and the rise of mercantilism; the rise of European colonial empires and the role of mercantilism and slavery; the impact of European expansion on the Americas, Africa, and Asia; commercial and maritime growth of European nations, including the emergence of money and banking, global economies, and the market system)	BD (AL9.2;CA7.11.3;KIII.4-5;KV.4-6;V9.5)

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8. Understands political, social, and industrial revolutions from the late 18th to the early 20th century	
Grades 5–12	
• Understands the causes, events, and outcome of the French Revolution (e.g., how economic crisis, social unrest, and Enlightenment ideas contributed to the Revolution; the role of the Revolution in challenging absolute monarchy in France; resulting social evolution including the diffusion of nationalism and liberalism; how the ideology of the French Revolution transformed France from a constitutional monarchy to democratic despotism to the Napoleonic Empire; the significance of the Declaration of Rights of Man, the Bastille, Robespierre, the Terror, the rise and fall of Napoleon, and the Vienna Settlement of 1815)	BD (AL9.8;AZV.P4.5;AZV.P4.6;CA10.2.4; KV.5-3;V9.7)
• Understands comparisons between the Latin American revolutions and those in America, France, and Haiti (e.g., major ideas of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Thomas Jefferson, and Simón Bolívar and how their ideas influenced revolutions in England, the United States, France, and Latin America; characteristics of Latin America's wars for independence; features of revolutions in Haiti, Colombia and Venezuela, Argentina, Chile, and Mexico)	BD (AL9.9;AZV.P4.7;CA10.2.1;KV.5-2)
• Understands the impact of the industrial revolution in Europe and the Atlantic Basin (e.g., the impact of the industrial revolution on the status of women and children; increased population, rural to urban migration, and growth of cities and an urban working class; the significance of economic theories of Adam Smith, Karl Marx, and Thomas Malthus; the evolution of work and labor, the division of labor, and the union movement; improvements in production and transportation)	BD (AL9.10;AZV.P5.2;AZV.P5.3;CA10.3.1; CA10.3.4;KV.5-4;V9.9)

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• Understands the impact of new technology that emerged during the Industrial Revolution (e.g., the inventions and discoveries of James Watt, Henry Bessemer, Louis Pasteur, Thomas Edison, and Eli Whitney; technological changes that promoted industrialization in the textile industry of England)	BD (AL9.10;AZV.P5.1;CA10.3.2;V9.9)
• Understands the ideas that influenced the nationalist movements of the late 19th century (e.g., major characteristics of 19th-century European nationalism, the role of Garibaldi in the unification of Italy; the role of Bismarck in the unification of Germany; how nationalism spread across Europe with Napoleon and was repressed under the Congress of Vienna and the Concert of Europe until the Revolutions of 1848; how nationalism led to conflict between European nations competing for raw materials, markets, and rush for colonies in Africa/Asia)	BD (AL9.13;AZV.P6.3;AZV.P7.1;CA10.2.5; KV.5-5;V9.8)
• Understands factors that influenced political democracy and social justice in various world regions (e.g., the effects of urbanization, British reform laws, and the Revolutions of 1848 in Europe; the emancipation of slaves in the United States; the emancipation of serfs and the rise of Bolshevism in Russia; the quest for and extension of universal male suffrage and women's suffrage)	BD (AL9.12;KV.5-6;V9.8)
• Understands resistance to European imperialism in different world regions (e.g., the Zulu Wars in Africa, the Sepoy Rebellion in India, and the Opium Wars and Boxer Rebellion in China)	BD (AL9.14;AZV.P6.1;KV.5-5)

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• Understands the origins and impact of European imperial expansion (e.g., the economic roots of imperialism; imperialism from the perspective of colonizers and the colonized; the immediate and long-term responses of those under colonial rule; the relationship between the rise of industrial economies and imperialism and colonialism; the role of imperialist ideologies such as Social Darwinism; characteristics of European colonialism in Africa, Asia, and the Middle East)	BD (AL9.13;CA10.4.1;CA10.4.3;KV.5-5;V9.9)
9. Understands the causes and global consequences of World War I and the Great Depression	
Grades 5–12	
• Understands the causes, effects, and unique features of World War I (e.g., propaganda and nationalism in mobilizing civilian population to support the war; arguments for entering into the war; the role of alliances, imperialism, militarism, and industrialism at the outbreak of war; the nature of the war, including its mechanization, weaponry, and trench warfare; human rights violations and genocide; principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes; the impact of the war on civilization)	BD (AL9.15;AZV.P7.3;CA10.5.1;CA10.5.2; CA10.5.4;CA10.5.5;KV.6-1;V9.10)
• Understands the causes and consequences of the Russian Revolution of 1917 (e.g., the rise of Bolshevism; Lenin's use of totalitarian means to maintain control; the rise of communism in Russia in response to the failure of economic, political, and social reforms; the impact of World War I on the revolution)	BD (AL9.16;AZV.P7.5;CA10.7.1;KV.5-6; KV.6-1;V9.10)

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• Understands the establishment and development of the Soviet Union (e.g., the role of the Russian Revolution of 1905, the Russian Revolution of 1917, the Russian Civil War; the importance of individuals such as Lenin, Stalin, and Trotsky; the New Economic Policy; secret police and the purges)	BD (AL9.19;CA10.7.2;KV.6-2)
• Understands the immediate and long-term political and social effects of World War I (e.g. widespread disillusionment with prewar institutions, authorities, and values after World War I; colonial rebellion and turmoil in Ireland and India, and attempts to achieve stability in Europe; the impact of the war and the resulting treaties on population changes, the international economy, and shifts in geographic and political borders of Europe and the Middle East)	BD (AL9.17;AZV.P6.4;CA10.6.2;CA10.6.3;V11.9)
• Understands the causes of the Great Depression and its immediate and long-term consequences for the world (e.g., causes of the Depression, including World War I, the role of the United States in the world economy, and the economic crash of 1929; the political, social, and economic impact of the Depression including mass unemployment; how different countries responded to the Depression, including the New Deal in the United States, Nazism in Germany, and British retrenchment)	BD (AL9.18;KV.6-5;V9.10;V11.9)
• Understands how the League of Nations and treaties ending World War I addressed different groups of people (e.g., the goals and negotiating roles of world leaders; terms and influences of the Treaty of Versailles, the Fourteen Points, and the U.S. rejection of the League of Nations; how the failure of the League of Nations contributed to the outbreak of World War II)	BD (AL9.20;AZV.P7.6;CA10.6.1)

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10. Understands the causes and global consequences of World War II and the post-war world	
Grades 5–12	
• Understands the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan (e.g., German, Italian, and Japanese empire building, including the 1937 Rape of Nanking, atrocities in China, and the Nazi-Soviet Non-Aggression Pact of 1939; the characteristics of Stalin's Soviet Union, Nazism in Germany, Fascism in Italy, and Tojo's Japan)	BD (AL9.19;AZV.P8.1;AZV.P8.5;CA10.7.3; CA10.8.1;V9.10)
• Understands the causes, course, and outcome of World War II (e.g., how the failure of the League of Nations contributed to the outbreak of World War II; the role of appeasement, nonintervention, and domestic distractions in Europe and the U.S. prior to the outbreak of war; major turning points of the war, principal theaters of conflict, key strategic decisions of the war; political, diplomatic, and military leaders, including Churchill, Roosevelt, Emperor Hirohito, Hitler, Mussolini, Stalin, MacArthur, and Eisenhower; the impact of new technology such as the atomic bomb on patterns of conflict)	BD (AL9.20;AZV.P8.6;AZV.P8.7;CA10.8.2; CA10.8.3;CA10.8.4;KV.6-3;V9.10)
• Understands the Holocaust and its impact on Jewish culture and European society (e.g., Nazi policies and ideology of racial purity; the Holocaust and the murder of six million Jewish civilians; the role of the Holocaust in the context of World War II including war crimes trials at Nuremberg)	BD (AL9.20;AZV.P8.2;AZV.P9.1;CA10.8.5;V9.10)

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• Understands events in the development of the Cold War (e.g., causes of the Cold War with the free world on one side and Soviet client states on the other, including competition in such places as Egypt, the Congo, Vietnam, and Chile; uprisings in Poland [1952], Hungary [1968], and Czechoslovakia [1968]; the establishment of the Soviet bloc and Soviet control of Eastern Europe; the significance of Cold War events and conflicts, including the Cuban Missile Crisis, the Berlin Blockade and Airlift, the Berlin Wall, the Korean War, and Vietnam; the emergence of superpowers; the establishment of the North Atlantic Treaty Organization [NATO] and the Warsaw Pact; the threat of nuclear annihilation)	BD (AL9.21;AL9.23;AZV.P9.4;CA10.9.2;CA10.9.5; CA11.9.3;KV.6-3;KV.7-1;V9.10)
• Understands political and social change in the Middle East after World War II (e.g., how nationalism and conflicts developed in the Middle East; the creation of the modern state of Israel)	BD (AL9.22;AZV.P9.2;CA10.9.6)
• Understands factors that brought about the political and economic transformation of Western and Eastern Europe after World War II (e.g., the importance of the Truman Doctrine and the Marshall Plan in supplying economic and military aid; the purpose of political and economic organizations such as the North Atlantic Treaty Organization [NATO], the Warsaw Pact, and the European Economic Community)	BD (AL9.21;AZV.P9.3;AZV.P9.4;CA10.9.1; CA10.9.3;CA10.9.8;KV.7-1)
• Understands revolutionary movements in Asia in the 20th century (e.g., characteristics of the Chinese Civil War, the rise of Mao Tse Tung, his role in the Long March, and subsequent upheavals in China, including the Great Leap and the Cultural Revolution; the role of Ho Chi Minh in French Indochina and the Vietnam War)	BD (AL9.22;AL9.23;AZV.P9.6;AZV.P10.1; CA10.9.4;CA10.9.8;KV.6-4;KV.7-1;V9.10)

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• Understands nationalist movements and attempts by colonial countries to achieve independence after World War II (e.g., how African and Asian countries, such as India under Gandhi and Kenya under Kenyatta, achieved independence from European colonial rule; independence struggles of colonized regions of the world such as India, Pakistan, and Indonesia; the fight against apartheid in South Africa and revolution from white minority government; the persistence of nationalism, militarism, and civil war in the Middle East, Africa, Cambodia, and the Balkans into the late 20th century; conflict and ethnic enmity in South Africa, Northern Ireland, and Chile)	BD (AL9.22; AL9.25;AZV.P10.2;AZV.P10.3; CA10.4.4;KV.6-4;V9.10)
11. Understands contemporary issues and events in an interdependent world	
Grades 5–12	
• Understands events that contributed to the collapse of the Soviet Union (e.g., weaknesses of the command economy, burdens of military commitments, growing resistance to Soviet rule by dissidents in satellite states and non-Russian Soviet republics; the impact of the collapse of the Soviet Union on Eastern Europe)	BD (AL9.24;AZV.P9.8;CA10.9.7; KV.7-2;V6.8;V9.10)

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• Understands how trends in science, technology, and communications have influenced society (e.g., the integration of countries into the world economy and the information, technological, and communications revolutions; the impact of new boundaries in science and technology [genetic engineering, biotechnology, space exploration, immunization, advances in medicine], economics [limits on national autonomy, developed v. developing nations], environmentalism [the human impact on the environment], communication [television, satellites, computers], and advances in transportation; potential problems presented by advances in science, technology, and economics)	BD (AL9.27;CA10.11.1;KV.6-6;KV.7-4;KV.7-6)
• Understands the purpose of the United Nations and other international organizations (e.g., the establishment and work of the United Nations and the role of the International Monetary Fund, the World Bank, and the General Agreement on Tariffs and Trade [GATT] in shaping modern Europe and maintaining peace and international order; the creation and role of the Security Council)	BD (AL9.21;AZV.P9.5;CA10.9.8;CA11.9.1)
• Understands the advancement of human rights and democratic ideals and practices in the world during the 20th century (e.g., human rights violations around the world; the struggle for human rights in regional conflicts; the establishment of the International Declaration of Human Rights)	BD (AL9.26;CA11.9.1;KV.7-3)

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